

INSPECTION REPORT

MAPLE INFANTS' SCHOOL

Surbiton

LEA area: Royal Borough of Kingston upon
Thames

Unique reference number: 102577

Headteacher: Mrs Jean Cutts

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 3 – 6 December 2001

Inspection number: 193615

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 and Nursery
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Maple Road Surbiton Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Robert Symmons
Date of previous inspection:	28 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	The Foundation stage English Geography History Music English as an additional language	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? School's results and achievements.
9520	John Leigh	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
24242	Denise Franklin	Team inspector	Mathematics Science Design and technology Physical education Religious education	

22577	Lady Margaret Hart	Team inspector	Information and communication technology Art and design Equal opportunities Special educational needs	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

Maple Infants' School is an average sized school with 178 full-time equivalent pupils on roll. The vast majority of pupils are of white United Kingdom origin but there are also a small number of white European, Chinese, Indian and black children. The proportion of pupil's known to be eligible for free school meals is 10.2 per cent, which is below the national average. However, this does not fully reflect the nature of the school's intake. Although a good number of children come from professional backgrounds, there are a significant minority who are from refugee families or whose parents are temporarily employed in the area. The proportion of pupils identified speaking English as an additional language is 9.6 per cent and this is high. The proportion of pupils identified as having special educational needs, including statements, is 11.4 per cent and this is well below the national average. The proportion of pupils with statements of special educational needs is 0.4 per cent and this is also below the national average. The school does hold records of pupils who have been recognised as gifted or talented. During the past two years the school building has undergone major changes and is virtually a brand new school. There are two classes per year group. Most children who start in Reception have attended the Nursery on a part-time basis. Attainment is broadly average on entry into Reception. Children do not start school on a full-time basis until the term in which they will be five. During the time of the inspection there were 103 children in the Foundation Stage; 46 children attended in the Nursery on a part-time basis, 36 were part-timers in Reception and 21 of the older Reception children were full-timers.

HOW GOOD THE SCHOOL IS

Maple Infants' is a very effective school. It is excellently led and managed by the headteacher who makes very good use of all available resources. Pupils are fully included in all aspects of school life and make good progress. There is a very high quality of teaching and learning throughout the school. The school provides very good value for money.

What the school does well

- Standards in English and mathematics are above the national average at the end of Year 2. Standards in art and design, history, geography and physical education are above national expectations at the end of Year 2.
- The overall quality of teaching and learning is very good. All pupils, including those with special educational needs and those for whom English is an additional language, make consistently good progress.
- The leadership and management of the school are excellent. The monitoring of teaching and learning is of the highest standard and excellent use is made of all available resources.
- The curriculum in both the Foundation Stage and in Years 1 and 2 is very well balanced and enriched by high quality extra-curricular activities. Provision for spiritual, moral, social and cultural development is very good.
- Personal developments and relationships are very good. Pupils have positive attitudes to their work and behave well in and around school.
- Educational and personal support for the pupils are very good. All staff know the children very well.
- Parents are provided with very good quality information. Most parent's work very closely with the school and this has a positive impact on the pupils' learning.

What could be improved

- The school has no major areas of weakness.

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 April 1997 and has made very good progress since then. The balance of the curriculum is much improved and is supported throughout the school by consistent schemes of work. There are now rigorous systems in place to monitor and evaluate both teaching and learning, which are effectively undertaken by the headteacher, deputy headteacher and other senior staff. Their work has a very positive impact on the overall quality of teaching. Homework policies have been developed consistently throughout the school and pupils clearly understand what is expected of them. All pupils now wear school kit for physical educational lessons. The school has a very good capacity to maintain high standards and continue with ongoing improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

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

Key

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

Standards in the most recent national tests of 2001 indicate that attainment was above average in writing. Standards in reading and mathematics were average. A similar picture was reflected when comparing the results in similar schools. Teacher assessments in science indicated that standards were average. Inspection findings suggest that current standards have improved in reading and mathematics. This is because there are fewer pupils in the current Year 2 group with special educational needs. Standards in science remain average. Standards in art and design, history, geography, and physical development are above national expectations for this age group. Standards in design and technology, information and communication technology and music are average. Standards in religious education meet the requirements of the locally agreed syllabus. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress and are fully included in all activities. The school sets realistic targets for further improvement and is making good progress in achieving them. The school carefully looks at individual pupils in each year group, analysis any weaknesses and make specific plans to raise attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school. They move around the school calmly and with purpose. The vast majority of pupils concentrate well and involve themselves fully in the life of the school.
Behaviour, in and out of classrooms	Good. Behaviour is good in lessons and in and around school. They are courteous to adults and to each other.
Personal development and relationships	Very good. Pupils show initiative and are very willing to take responsibility. They form very good, constructive relationships with each other and with adults. Pupils reflect upon and understand the effect of

	their actions on each other.
Attendance	Good. There is no unauthorised absence. Pupils arrive on time for school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	N/A

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.

The overall quality of teaching and learning is very good. During the inspection 36 lessons or part-sessions were observed; two were excellent, 10 were very good, 20 were good and three were satisfactory. Only one lesson observed was of unsatisfactory quality. Strengths of the teaching include high expectations of the children, effective methods deployed, good use of time support and resources and the quality of day-to-day assessment. Basic skills are taught very well and all staff have a very clear understanding of the literacy and numeracy strategies. This ensures the pupils acquire a good understanding of knowledge and skills. Teachers in Nursery and Reception have a very good knowledge and understanding of this age group and manage the children particularly well. This ensures that all the children maintain their interest and concentration. All teachers plan effectively and lessons have a clear focus. This results in a good pace of working. Unsatisfactory teaching was observed in only one lesson and this was untypical of any other lessons observed in this class. The muddle and disorganisation observed in this particular lesson was clearly due to inspection nerves. This resulted in a slow pace to the lesson, which lessened the concentration of the pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school offers a very good curriculum to children in the Foundation Stage and pupils in Years 1 and 2. The school meets legal requirements for the teaching of all subjects of the National Curriculum and the locally agreed syllabus for religious education.
Provision for pupils with special educational needs	Good. The good provision for pupils with special educational needs ensures that they have full access to the curriculum. The work planned for them is matched to their requirements through an individual programme of learning that is regularly reviewed and updated.
Provision for pupils with English as an additional language	Good. Pupils for whom English is an additional language receive good support, which successfully enables them to take part in all school activities.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. Pupils have many opportunities to experience special moments and assemblies make a very good contribution to spiritual development. The school has very good ways of teaching right and wrong and there are high quality opportunities for pupils to learn to relate to one another. Cultural development is promoted very well through rich opportunities to experience the pupils' own heritage and a wide variety of different cultures.

How well the school cares for its pupils	Very good. The school has good procedures for child protection and ensuring the health and safety of its pupils. Staff know their pupils very well and show genuine interest in their welfare. There are very good procedures to monitor behaviour and personal development. The educational support for pupils is of a very high standard.
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Most parents' work very closely with the school and this has a positive impact on the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides exceptional leadership and has very skilfully delegated to ensure that excellent use is made of all her staff. The deputy headteacher provides very high quality support in conjunction with the Year 2 Senior Teacher in the Senior Management Team.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its statutory requirements. Governors support the school well and they have a good understanding of its strengths and weaknesses.
The school's evaluation of its performance	Excellent. Over time the senior management have been carefully analysing results in the standardised tests. Weaknesses in pupils' performance have been identified and strategies put into place to rectify these.
The strategic use of resources	Excellent. The school development plan is carefully matched to the priorities within the school. Excellent use is made of specific grants. All projects are carefully costed and best value principles are used to ensure value for money.

There is a good match of teachers and support staff. The newly refurbished accommodation is excellent and learning resources are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel that the behaviour in school is good. • The quality of teaching is good. • The school is well led and managed. • The school helps their children to become mature and responsible. • Their children are encouraged to work hard. 	<ul style="list-style-type: none"> • The range of activities outside of lessons. • The information they receive about the progress of their children. • Closer working relationships with the school.

The inspection team endorses all the positive opinions of the parents but are unable to agree with the negative views. The school provides a very good range of activities outside of lessons. The information the parents receive about the progress of their children is very good and the school works very closely with them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Assessments on entry into school indicate that standards in all areas of learning are broadly in line with those expected for this age group. However, a high proportion of children have poorly developed listening skills and a significant minority experience problems with their speech. By the time they are ready to start Year 1 of the National Curriculum, the children are attaining appropriate levels in all areas of learning and good progress has been made. This includes children with special educational needs and those for whom English is an additional language and who are all fully included in all aspects of school life.
- 2 In the national Year 2 tests of 2001, the number of pupils reaching the expected level in writing was above average. The number of pupils achieving a higher level was close to the national average. In comparison with similar schools, standards in writing were also above average. This reflected the trend over the past three years when the school's performance had exceeded the national average. No significant differences were noted between boys and girls during this period. Current standards in Year 2 indicate that pupils are achieving above average levels in writing. A significant number of pupils are working within the higher levels of the National Curriculum Programmes of Study.
- 3 In the national Year 2 tests of 2001, the number of pupils reaching the expected level in reading was average. The number of pupils achieving a higher level was close to the national average. In comparison with similar schools, standards were also average. Standards in both boys and girls reading had been higher during the previous two years and the results in 2001 represented a significant decline in a previous upward trend. However, this drop in standards reflected the high number of special educational needs pupils, both with learning and behaviour problems, who were in this particular year group. Current standards in Year 2 indicate that pupils are achieving above average levels in reading. A significant number of pupils are working within the higher levels of the National Curriculum Programmes of Study.
- 4 In the national Year 2 tests of 2001, the number of pupils reaching the expected level in mathematics was average. The number of pupils achieving a higher level was close to the national average. In comparison with similar schools, standards were also average. These results were similar to those in the previous three years, which overall exceeded the national average for their age group. However, the school was aware that test results would not have significantly improved last year because of the high percentage of pupils who found learning difficult in the year group. Boys performed better than girls in the tests. Current standards in Year 2 indicate that pupils are achieving above average levels in mathematics. A significant number of pupils are working within the higher levels of the National Curriculum Programmes of Study.
- 5 Overall, the number of pupils in the Year 2 teacher assessment tests of 2001 who reached the expected level in science was average. The number of pupils achieving a higher level was close to the national average. Results in the physical processes section of the tests were above average. The number of pupils who achieved the appropriate level in the materials and properties section was average. However, results were below average in the two sections, living processes and experimental

and investigative science. In comparison with similar schools, standards were also average. Current standards in science in Year 2 indicate that pupils are achieving average levels in all the National Curriculum Programmes of Study.

- 6 Current standards in Year 2 indicate that pupils are achieving above average levels in reading, writing and mathematics. A significant number of pupils are working within the higher levels of the National Curriculum Programmes of Study. Standards in science are average. Pupils achieve higher than the national expectations for their age in art and design, history, geography and physical education. Standards in design and technology, information and communication technology and music are in line with national expectations for this age group. Standards in religious education meet the requirements of the locally agreed syllabus. Overall, standards have improved since the last inspection.
- 7 Pupils with special educational needs and those for whom English is an additional language achieve well. They make good gains in their learning because of the effective procedures for identifying those needs. Consistently good progress is made throughout the school because of the very good teaching and effective support in class. They are well supported in literacy and numeracy. All pupils are fully included in every aspect of the school's work, having equal access to extra-curricular activities and to school visits.
- 8 The school sets realistic targets for further improvement and is making good progress in achieving them. The school carefully look at individual pupils in each year group, analyse any weaknesses and make specific plans to raise attainment.

Pupils' attitudes, values and personal development

- 9 In the Foundation Stage children are keen, interested and participate well in all activities. They are learning to share equipment and tidy up after activities. Children behave well and adults quickly correct those who lack concentration and become restless. A wide range of stimulating activities keeps children interested.
- 10 Pupils' attitudes to school are good. They are eager to come into school at the start of the day and move around the school calmly and with purpose. Pupils like to help visitors, are polite and are keen to show them their own work. The vast majority of pupils concentrate well, show interest and reflect on what they do. They involve themselves fully in the range of curricular and extra-curricular activities that the school provides. Most pupils are keen to get as much out of school as possible. When given the opportunity, pupils co-operate and work well together. They are keen to answer questions and are not afraid to contribute and test ideas.
- 11 Behaviour is good in lessons, around the school, at play and at lunch. There were examples of very good behaviour in lessons and assemblies. No pupil has been excluded during the past school year. Pupils are very aware of the behaviour expected of them and understand that they receive rewards for good behaviour. They are also aware that if they do not conform to acceptable behaviour then their parents will be informed. No oppressive behaviour, such as bullying or racism, was observed during the inspection week. Pupils are clear about reporting procedures and have confidence that appropriate action will be taken should bullying occur. They are courteous to each other and to adults. Parents who contributed to the questionnaire or to the parents meeting also feel that pupils are well behaved.

- 12 Personal development is very good. The school has worked hard to develop the personal attributes of all its pupils and this has improved since the last inspection. Pupils show initiative and are very willing to take responsibility. They respond very well to the wide range of jobs they are given and eagerly carry them out. In lessons and assemblies they eagerly answer questions and discuss their ideas. They are fully involved in the daily routines of the school and help each other when asked. It is most evident that pupils make significant gains in confidence as they progress from the Foundation Stage and throughout the school.
- 13 Pupils form very good, constructive relationships with each other, their teachers and other adults. They are capable of working very well together, play well and no instances of exclusion from activities were observed. An example of this is the 'Friendship Stop' in the playground where pupils wait if they are short of a friend to play with. All are provided with the opportunity to be fully integrated into the life of the school. The pupils respect differences and are beginning to understand the feelings of others. Pupils are helpful and positive to those who may experience learning difficulties such as those for whom English is an additional language and those who have medical or learning problems.
- 14 Pupils reflect on, and most understand, the effect of their actions on others. Involvement in personal, social and health education sessions, whole class discussions and assemblies all ensure that the pupils understand the meaning of friendship, citizenship, truthfulness and recognising right from wrong.
- 15 Attendance is good and has improved since the last inspection. In the last academic year there have been no unauthorised absence. Pupils arrive on time for lessons and this results in a prompt and uninterrupted start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 16 The overall quality of teaching and learning is very good. During the inspection 36 lessons were observed, two of which were of excellent quality, 10 were very good, 20 were good and three were satisfactory. Only one lesson observed was judged to be unsatisfactory but this was untypical of the teacher observed. There was a higher than average proportion of very good and excellent teaching observed. When this was complemented with the analysis of learning in the pupils' work and the clear evidence of consistently good or very good teaching over time, then an overall judgement of very good teaching and learning was agreed by the inspection team. This is a significant improvement since the last inspection when the quality of teaching was judged to be satisfactory.
- 17 All basic skills are taught very well; teachers have a very clear understanding of the literacy and numeracy strategies and have used them well to help pupils in their learning. For example, very good techniques are used to encourage recognition of sounds and words. In an excellent literacy lesson in a Year 2 class the teacher used a magic wand to encourage the acquisition of skills and this promoted the pace of the lesson. Throughout the school, teachers have very high expectations of behaviour. For instance, in the Reception classes the children are taught to form lines and move around the school quietly. Teachers also encourage the pupils to achieve their very best and all their efforts are rewarded appropriately. This is particularly evident in their workbooks where pupils are encouraged by the use of positive comments and interesting stickers as a reward for their hard work. Praise from teachers and other adults within school have a very good impact on their learning. Support staff are used very well to help pupils work at the computer or within small groups. Staff work very

well together; this is particularly evident in the Nursery where the teacher and a highly experienced nursery nurse complement each other very well. Learning is very effectively promoted by using a wide range of teaching methods. For example, pupils are taught in whole class situations where teachers ensure that all members of the class are involved in learning. This is carefully achieved through the use of skilful questioning which is used to consolidate, extend and verify what the pupils know. This happened in a very good history lesson in a Year 1 class where the teacher was clearly aware of the pupils who did not immediately put up their hand to answer a question. She then focused on these pupils by referring specifically to them, which ensured that they were involved in the lesson. Resources are also used very well to promote the pupils interest and this enables their learning to be of very good quality.

- 18 Teachers in Nursery and Reception have a very good understanding of the needs of these young children and plan appropriate activities that stimulate their interest and concentration. Teachers in Year 1 and 2 have a good knowledge of the subjects of the National Curriculum. Throughout the school planning is effective and focused learning objectives are set for each lesson. Children are managed very well in Nursery and Reception and routines and procedures are firmly established. For example, in the Nursery all the children know that they must park their play vehicles in specific spots before going inside. Pupils are generally managed well in Years 1 and 2 and firm guidance is given to pupils who show some challenging tendencies.
- 19 Homework is used well to support learning throughout the school. For example, in Year 2 pupils were asked to draw a map of their home environment and this very well supported their learning in geography.
- 20 During the inspection only one unsatisfactory lesson was observed. Unsatisfactory teaching was observed in only one lesson and this was untypical of any other lessons observed in this class. The muddle and disorganisation observed in this particular lesson was clearly due to inspection nerves. This resulted in a slow pace to the lesson, which lessened the concentration of the pupils.
- 21 The teaching of pupils with special educational needs is good. All teachers have had training in the writing of individual education plans and this helps to ensure that these are used in lesson planning. The teaching in individual and small group lessons is good and learning support assistants make a good contribution to pupils' learning. This is successfully achieved through the provision of a positive atmosphere, the use of effective challenges and the consolidation of the knowledge and skills gained.
- 22 Pupils who speak English as an additional language are taught well. The school has a supportive learning environment and provides appropriate opportunities for all pupils to develop their understanding of English. They are well integrated in school life; mutual respect and tolerance of others' feelings, values and beliefs underpin the good relationships with their teachers. Pupils' learning is well supported both in class and in withdrawal groups. Very good use is made of stimulating resources, which enables pupils to fully understand what the knowledge and skills that they are learning.

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

- 23 The school offers a very good range of opportunities to all its pupils, including those in the Foundation Stage and those in Years 1 and 2. There has been very good improvement since the last inspection. The school meets all the legal requirements for teaching the subjects of the National Curriculum and religious education and

provides good personal, social and health education appropriate to the age of the pupils and in line with the governing body's decisions. In addition, through art and culture weeks, visits and visitors, the pupils are introduced to a rich variety of exciting and stimulating experiences, which enhance their learning and enlarge their knowledge of their own and of other cultures. The breadth and balance of the curriculum are very good throughout the school. There is an appropriate emphasis on literacy and numeracy and good strategies for teaching basic skills in both areas. Inspection evidence does not support the view of some parents that there is too little physical activity, nor that the pupils' work is too narrowly focused or 'pressured'. There is a very good range of after-school and lunchtime activities, including folk dancing, recorder club and sports activities. Pupils also take part in performances in the local church and visit elderly people in residential homes.

- 24 Curriculum planning is now very good and is much improved since the last inspection. Sequences of lessons are planned so that pupils systematically build upon their skills and knowledge. Topic planning draws on units in the detailed plan now available for all subjects and combines them very well. Members of the senior management team keep track of what has been taught and what needs to be repeated or supplemented. Teachers who lead subject areas have a small regular allocation of time outside the classroom but can also request additional time where there is a particular need in the development of the subject. This has been used well, for example, to analyse pupils' performance in mathematics.
- 25 All pupils, including those learning English as an additional language and those with special needs have access to all the activities of the school, taking a full part both in lessons and in after-school activities. Where pupils are taken out of a lesson for individual help every attempt is made to link the work with that of the rest of the class.
- 26 The school has very good links with the community; there are links with local churches, and other places of worship, and local businesses, which support school activities. The pupils have also been enriched by visits from both local and national individuals such as a representative from the royal family and senior politicians. Very good use is also made of musicians and artists who contribute positively to the pupils learning.
- 27 There are very good relationships with the local education authority and with the health authority. Both of these links make a positive contribution through, for example, the support of speech and language therapists and assistants within the school. Relationships with partner schools are also very good and these are strengthened through cluster meetings and participation in local education authority in-service training.
- 28 The school makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils have many opportunities to experience wonder at things that are special. These may be very sad, like the events of September 11th, when pupils observed a short period of silence, or very happy, like the visit of the Duchess of Gloucester to open the new building, which culminated in the release of hundreds of balloons into the air. Assemblies make a very good contribution to pupils' spiritual development and offer times for prayer and reflection. Teachers make every effort to make all children feel included in the school community; for example, when a new baby is born or when a pupil is leaving the school.
- 29 The school has very good ways of teaching pupils right from wrong. One of them is the example of kindness, respect and consideration set by all staff. Another is the whole class debate conducted in 'circle time', when there can be discussion of what

is fair, kind or right. The use of reward systems also reinforces good behaviour, and positive mention in a Friday assembly or on the website also raises the importance and prestige of behaving well.

- 30 Pupils are taught to relate to one another and to adults. Many opportunities are made during lessons of working together in small groups or in pairs and teachers encourage pupils to help each other and to value effort as well as attainment. The school is an inclusive community in which pupils with different medical or learning needs, social, cultural and linguistic backgrounds are welcomed and valued. Pupils are encouraged to take responsibility and use initiative, appropriate to their age. They carry out duties in school and they make a personal contribution through raising money for charities and through visiting old people in residential homes.
- 31 The school promotes pupils' cultural development very well. There are unusually rich opportunities to experience and appreciate their own culture and history as, for example, with the demonstration of bobbin lace making. There are also many displays around school showing pictures, textiles, statuettes and musical instruments from other cultures. The children also have access to dance, music, costume and foods from many cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 32 The school has good procedures for child protection and for ensuring the welfare and health and safety of its pupils. There is an adequate health and safety policy and detailed procedures support it well. As a result of regular inspections by senior management and the caretaker, risk assessment is effective. There is also a nominated governor who is conscientiously oversees health and safety on behalf of the governing body. Day-to-day working practices ensure that pupils and staff are protected from harm. The school does all it reasonably can to ensure the health and safety of its pupils.
- 33 The school works consistently, and with determination, to secure the best interests of all its pupils, to safeguard their welfare and promote their development. Staff know the pupils in their care individually and show genuine interest in their welfare, which results in very good relationships. This ensures that all can work and play in a safe, caring, secure environment. Good supervision of pupils during playtime, before and after school and the end-of-day collection arrangements make a most effective contribution to the health and safety of pupils.
- 34 There is a designated person for child protection and all staff are aware of their role should the need arise. Local procedures are followed in practice, pupils on the 'At Risk' register are monitored and there are appropriate and effective links with relevant agencies and those with parental responsibility. Child protection has a high profile and the school ensures that this issue is handled sensitively and effectively.
- 35 There are good procedures to promote, monitor and improve attendance. The school has effective procedures to minimise lateness. Good procedures are in place to communicate with parents. The education welfare officer visits the school regularly and is effective in using attendance data gathered by the school to investigate any unauthorised or excessive absence.
- 36 The school has very good procedures to monitor and promote good behaviour and eliminate oppressive behaviour including bullying. All staff, including teachers, learning support assistants and midday supervisors are consistent in applying the

behaviour policy which is supplemented by the school behaviour code. Pupils are very aware of expectations. There is an effective reward and sanction system in place that is consistently used by all staff. Good behaviour and attitude to work are acknowledged in classes and in assemblies. Unsatisfactory behaviour is always challenged. Some pupils, mainly those with special educational needs have appropriate behaviour targets and these are carefully monitored.

- 37 There are very good procedures to monitor and support the personal development of pupils. These are based on the teachers' knowledge of individual pupils and the close links shared with parents. The information gathered is used to develop the personal attributes of pupils such as confidence, initiative, taking responsibility, social skills, moral skills and the making of choices. Pupils' personal attributes are recognised with awards in assemblies. Personal, health and social education opportunities and other curriculum lesson opportunities have a positive effect on personal development in areas such as healthy living and good citizenship. These opportunities ensure that pupils become increasingly independent, self confident and knowledgeable about themselves and healthy and safe living.
- 38 Procedures for assessing pupils' attainment and progress are very good and include very clear guidelines for responding to and marking pupils' work. These procedures have improved significantly since the last inspection. Children are assessed during their first term in Reception. The data gained from this baseline assessment is used very well to plan from and can be used to predict potential problem areas as the children move on to the National Curriculum in Year 1.
- 39 There is a very good policy that clearly sets out the schedule of assessments for each term. The assessment co-ordinator and information and communication technology co-ordinator have worked extremely hard to introduce a computerised system for recording assessment information. This is successfully helping teachers to analyse test results extremely effectively. The English, mathematics and science co-ordinators have produced very good assessment tasks and these are used regularly by teachers. Results are very effectively analysed by the co-ordinators to support teachers in setting both group and individual targets for the pupils. These targets are proving to be extremely useful in raising standards. The targets are shared with parents during the consultation evenings and regularly reviewed. This enables parents to support their children in their learning. They are also used very well to plan activities to meet the needs of pupils of all ability groups and to focus on areas for development across the school. For example, the school has recently been focussing on raising attainment in writing. Each year the teachers in Year 1 predict the expected level of attainment in English and mathematics for each pupil and the percentage expected to achieve each level is provided for the authority. This enables the teachers to have a clear focus when planning. Similar individual assessments and predicted levels are made for individual pupils in science.
- 40 There are very good portfolios of pupils' work in English, mathematics and science, carefully levelled using National Curriculum attainment targets. The attainment targets are broken down into small components within each level to ensure accurate assessments. These are used extremely well to assist teachers in accurately assessing the levels reached by each pupil. Every pupil also has an assessment folder, in which individual pieces of levelled work are kept in these subjects. This is another very good record of individual pupil's progress. Pupils also regularly complete simple self-assessment sheets and are invited to add a comment about their work on their school reports. The overall use of assessment to guide teachers with curriculum planning has improved significantly since the last inspection.

- 41 The school is gradually introducing assessment procedures and records for all other subjects of the curriculum. This information is being used effectively to guide teachers in planning future work for the pupils. Most curriculum co-ordinators have a portfolio of samples of pupils' work and many indicate a National Curriculum attainment target. This is effective in supporting teachers in becoming familiar with the National Curriculum levels expected of pupils by the end of Year 2.
- 42 There is good assessment and identification of pupils' special educational needs, in line with the most recent guidance and Code of Practice. The breaking down of assessment into smaller steps is helpful to pupils who make slower progress. Very good liaison with outside professionals ensures that pupil's needs are fully met. The school is particularly fortunate in having speech and language therapy on the premises. There are also good procedures for assessing and identifying the needs of pupils who have English as an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 43 The vast majority of parents have very positive views of the school. Parents and carers are well satisfied with the quality and effectiveness of what the school provides and achieves. They have the view that pupils are making good progress. The majority say that they are well informed about the progress their child is making although a minority say that they are not well informed. The inspection evidence shows that there are very good opportunities for parents to be informed about progress. Most feel that the school works closely with them and that they feel comfortable about approaching the school with questions and problems. A minority say that the school does not work closely with parents but inspection evidence does not support this view. A very small number of parents and carers feel that pupils do not have the right amount of homework. Inspection findings indicate that sufficient homework is set and that it provides appropriate extensions to pupils' learning.
- 44 The quality, relevance and usability of general information provided by the school to parents and carers' is very good. This is provided through regular letters and school information. The school prospectus is well written, attractive, interesting and informative and meets all requirements. The governors' annual report to parents is presented particularly well. Parents spoken to during the inspection agreed that they understood what was going on in the school. The reporting of the progress made for pupils with special educational needs is very good. Parents of pupils with special educational needs are supportive, involved and attend the review meetings. The reporting on progress of other pupils is very good. Annual reports to parents describe achievement and progress, which at the end of Year 2 is linked to National Curriculum attainment levels. Targets are set for each pupil and there is opportunity for pupil and parental comment. The school has good opportunities throughout the year for meetings with parents. Information to parents has improved since the last inspection.
- 45 The school is very successful in promoting and encouraging links with parents and carers. The school is welcoming, an open door policy operates and parents are at ease when approaching teachers. Staff are readily available to discuss pupils with parents and carers. It is noticeable that significant numbers of parents provide help and support in the life of the school. These parents, who help in school, are engaged in a range of activities, are highly valued by the school and make a most significant contribution to children's' learning. The Friends of Maple Infants' are most effective in the support that they provide to the school, which includes regular, successful fund

raising events. Parents from all the cultures represented in school are welcomed and valued and participate fully in the life of the school.

- 46 The contribution of parents and carers to children's learning is good because the vast majority provide effective support, for example with reading and encouraging their children to do their homework. The school has implemented effective home-school agreements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 47 The educational direction provided by the headteacher is exceptional. Since being appointed ten years ago she has been totally dedicated to whole school improvement and has worked tirelessly to create an effective working environment for pupils and staff. The headteacher is very shrewd and has very skilfully delegated staff to ensure that excellent use is made of them all. She firmly believes in leading by example and has successfully inspired and established a high performing team who all work very well together. In particular, the deputy headteacher and Year 2 senior teacher provide very high quality support to the headteacher and other staff. The school aims to create an educational environment where every child is able to reach his or hers full potential and this is very successfully met by all the staff who are committed to improvement. They have a very good capacity to maintain high standards and to continue to improve.
- 48 The governors fulfil their statutory responsibilities well and are supportive to the school. They are well briefed by the headteacher and share in her vision for improvement. Through regular attendance at committees and working parties they have gained a good understanding of the school's strengths and weaknesses. All governors are linked to specific subject areas and this provides them with a good insight into the life of the school.
- 49 The monitoring and evaluating of teaching and learning throughout the school is of the highest quality. The senior management have worked very closely with subject co-ordinators to monitor the performance of the school and evaluate the quality of learning. A consistent approach to evaluating teaching has been agreed by all staff and is used to record findings and provide staff with detailed feedback. The headteacher closely monitors and analyses the standards in school. The Year 2 Senior teacher with expertise in data analysis, and the deputy head teacher have worked hard to develop this aspect and make the very best possible use of the information from test results. For example, they have successfully analysed weaknesses in pupil performance in both English and mathematics.
- 50 The future priorities for the school are carefully outlined in the school development plan and targets are very closely linked to improving children's learning. The school is keen to increase the number of pupils attaining higher levels in the national tests at the end of Year 2. Developing pupils' confidence in test situations is very well catered this for. Information and communication technology is being very well developed through the use of the new suite and the vast improvement in available resources. Assessment and monitoring procedures are being carefully refined as are improvements in the teaching of writing throughout the school. The Foundation Stage has been successfully implemented and is being very well maintained during the absence of the co-ordinator during maternity leave.
- 51 There is very good management of the provision for pupils with special educational needs. The register of special educational needs is efficiently maintained and

regularly reviewed. Provision is fully made for pupils who have a statement of special educational needs. The special educational needs policy is fully up to date and has taken into account, in advance of the government's target date, all recent advice. Special educational needs funds and resources are carefully audited and local resources well used. The school's management promotes a very good, inclusive atmosphere.

- 52 All staff are provided with very good opportunities to widen their expertise and experience through training. The deputy headteacher very effectively organises staff development and has a very good overview of their needs and requirements. Structures are securely in place for the induction of both newly qualified and teachers new to the school. The school provides a very good venue for the training of new teachers. Performance management procedures are firmly in place and methods used have been praised by outside professionals.
- 53 Financial planning is of the highest quality and excellent management has ensured that the premised work has been successfully completed. The school is very proud of its 'value for money' policy in every area of its operation and all aspects of funding are very carefully monitored throughout the financial year. Local education authority auditors have been suitably impressed by the school's procedures. The headteacher has made excellent use of specific grants and additional funds. Generous sponsorship from major companies and high quality involvement from a very active 'Friends of the School' association make a very significant difference to the school budget. There is a large surplus, which has been earmarked for further specific improvements within and around school.
- 54 Day-to-day financial management and administration are excellent. Routine administrative procedures operate efficiently and unobtrusively. The school secretary, bursar, and clerical assistant give excellent support to pupils and staff. Very good use is made of information and communication technology systems to maintain financial control and accountability. The administration is highly efficient and fully supports the smooth running of the school.
- 55 There are a good number of staff who meet the needs of the pupils well. Foundation Stage teachers are specifically trained for this age group and there is a good balance of new and older staff throughout the school. The newly rebuilt school provides excellent accommodation and is spacious bright and attractively appointed. It has already begun to make a very positive impact on pupils' learning in many curriculum areas. Resources for learning are of very good quality and are easily accessible in all teaching areas.
- 56 All areas of leadership and management have improved since the last inspection and this has made a significant impact on the effectiveness of the school, which is now very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 57 This school has no major weaknesses but should consider the following minor weakness in its development plan:
- Raise standards in science to the similar high levels attained in the other core subjects of reading, writing and mathematics by ensuring that pupils gain adequate opportunities to investigate and experiment. (Paragraph 84).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	20	3	1	0	0
Percentage	6	28	56	8	3	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 more than three 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)	23	155
Number of full-time pupils known to be eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register		17

English as an additional language	No of pupils
Number of pupils with English as an additional language	24

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	34	29	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	33	29
	Girls	26	29	28
	Total	53	62	57
Percentage of pupils at NC level 2 or above	School	84 (86)	98 (88)	90 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	29	29
	Girls	28	28	28
	Total	58	57	57
Percentage of pupils at NC level 2 or above	School	92 (88)	91 (86)	90 (93)
	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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	126
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	19
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	176

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	45
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000/2001
	£
Total income	535,072
Total expenditure	529,187
Expenditure per pupil	2,545
Balance brought forward from previous year	49,803
Balance carried forward to next year	55,688

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 35%

Number of questionnaires sent out	198
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	44	46	4	0	6
Behaviour in the school is good.	44	53	0	0	3
My child gets the right amount of work to do at home.	27	56	10	0	7
The teaching is good.	50	44	1	0	4
I am kept well informed about how my child is getting on.	26	43	27	1	3
I would feel comfortable about approaching the school with questions or a problem.	44	47	4	3	1
The school expects my child to work hard and achieve his or her best.	33	59	4	0	4
The school works closely with parents.	29	47	20	1	3
The school is well led and managed.	39	54	20	1	3
The school is helping my child become mature and responsible.	43	50	1	0	6
The school provides an interesting range of activities outside lessons.	16	31	29	10	14

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

- 58 The children start Nursery soon after their third birthday. They spend up to three terms there before transferring to the Reception class at the beginning of the school year in which they will be five, if within the admission criteria. Currently there are 48 children part-time in the Nursery and 30 part-time and 27 full-time children in Reception.
- 59 There are very good induction procedures, which enable children to settle quickly into class routines. All parents are invited to attend an introductory meeting before admission and parents and children are welcome to visit the Nursery informally in the term before they start. This establishes good relationships from the outset. This is a good improvement since the last inspection.
- 60 The Nursery and Reception classes comprise the Foundation Stage of education. The school follows closely the early learning goals, the nationally recommended Foundation Stage curriculum. This consists of six areas of learning: personal, social and emotional development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, physical development and creative development. Each area of learning is made up of four stages or '*stepping stones*', against which progress and standards can be measured.
- 61 Whilst there is a wide range of attainment, children enter the Nursery with broadly average skills in all areas. A significant minority have poorly developed speaking and listening skills. The number of children who require specialist support from outside agencies confirms this. Children make good progress in all areas as a result of the very rich curriculum provided and the overall very good quality of teaching and learning. Children with special educational needs and those for whom English is an additional language are identified early and receive a good level of support so that they make good progress alongside their peers.
- 62 The overall quality of teaching and learning is consistently very good in both Nursery and Reception. The unsatisfactory teaching noted in the last report has been eliminated. All children in the Reception and Nursery classes benefit from the spacious and stimulating environment, which is prepared skilfully to promote learning. This includes an outdoor area for each age group, both of which have extensive resources. The children's work is respected and displayed very attractively to increase the children's self-esteem and sense of ownership. Throughout the Foundation Stage, teachers and support staff work very closely together as a team to plan work and monitor progress. It is evident that all staff involved in the Foundation Stage have a very good knowledge and understanding of this age group. Best use is made of each individual's skills to help children learn. Teaching is very well focused and activities planned with clear objectives. The wide variety of group tasks is very well organised to meet the children's needs.
- 63 Children achieve well in all areas of learning and the vast majority reach the expected early learning goals by the start of Year 1 of the National Curriculum. A significant minority exceed them. In the last inspection the children's overall progress in the Nursery and Reception classes was considered satisfactory. It is now considered good and this represents a significant improvement.

Personal, social and emotional development

64 All children in the Nursery leave their carers willingly and settle quickly into school routines. They are all independent enough to answer their name when called. Most are confident to select an activity and few children prefer to stand and watch. The vast majority of children concentrate for short periods of time without adult intervention. They are learning to play alongside each other, for instance, in the outdoor area but tend to play in isolation. The children are starting to appreciate the needs of others and respond to daily procedures, such as snack time, well. They are approaching the third stage or '*stepping stones*' and all children, including those with special educational needs and those for whom English is an additional language, make good progress. This progress is maintained in Reception and the children learn to change their footwear for physical education. They are able to take off their school uniform and most are able to put on a t-shirt and shorts with minimal adult help. The children clearly understand what is acceptable behaviour and have a good awareness of the consequences of inappropriate actions. They have formed good relationships with the adults around them and are happy to share equipment and play in harmony with their classmates. For example, they play alongside each other in the 'Woodland' role-play area. By the time they are ready to start Year 1 of the National curriculum they have achieved the final stage or '*stepping stones*' of the Foundation Stage curriculum.

Communication, language and literacy

65 Children start Nursery with a wide variation of attainment in communication, language and literacy skills; a significant number have speech problems and find difficulty communicating in a coherent manner whilst others make interesting use of vocabulary. The majority of children are working within the third stage or '*stepping stones*' of the Foundation Stage and this is appropriate for the age group. The quality of teaching in this area of learning is very good and all children develop their communication, language and literacy skills well. Children with special educational needs and those for whom English is an additional language are fully included in all activities and are well supported by specialist staff who have a very good understanding of their difficulties and plan together with the class teachers. The children follow specific themes that have been carefully planned to extend their vocabulary. For example, celebrations are skilfully used to introduce a whole range of activities that successfully encourage excited chattering about such events as parties, birthdays and balloons. Reading skills are also promoted very well through this theme and the children start to listen carefully to stories and learn to understand that print in books carries meaning. All children start to interpret stories through pictures in suitable books such as the 'Hungry Caterpillar'. One or two children remember relevant words from the story such as cocoon. The higher achievers quickly recognise words that frequently occur. However, as yet, children are not aware that authors are people who write books. Higher achieving children write their names, understand that marks on paper carry meaning and explain to adults what the marks represent. For example, one child was able to explain that her 'writing' was a letter to her Mum. In Reception, this good progress is maintained in all areas of communication, language and literacy and the vast majority of children comfortably attain the final step in the Foundation Stage '*stepping stones*' before they start Year 1 of the National Curriculum. This is because of the very good quality teaching and learning by class teachers and specialist staff who plan very carefully together. For example, one group of children who were using English as an additional language were appropriately withdrawn from class to help them with their letter sounds. Very

good visual resources were used to motivate and maintain the interest of these pupils; these included the storybook 'Elmer' and the use of eggs which, when clashed together, made the correct sound for 'e'. In Reception the children interact appropriately with each other and take part in conversations. They enjoy listening to stories read by their teacher and independently use story tapes. These tapes are particularly helpful for children who are using English as an additional language. Speaking skills are developing well and the children enthusiastically extend their vocabulary. By the end of Reception, standards in writing are as expected for their age group. Higher achieving children write out a series of letters and explain what they have written. Lower achieving children make marks on paper and 'discuss' what they have written. Most children hold pencils correctly and are starting to form clearly recognisable letters.

Mathematical development

- 66 By the time that the children are ready to start Year 1 of the National Curriculum they have attained the expected final level or '*stepping stones*' for their age group. All children make good progress in both Nursery and Reception and this is because the quality of teaching is very good in this area of learning. Teachers plan interesting and relevant activities that stimulate the children's learning and individuals are given specialist support when required. Children with special educational needs and those for whom English is an additional language are supported well to ensure that they are fully involved in all activities. In Nursery the children are working within the third level or '*stepping stones*' of the Foundation Stage curriculum. Most recognise number lines; higher achieving children recognise numbers up to ten and are able to count up to five or more. Average children recognise three candles on a birthday cake whilst lower achievers compare two sets of objects with the same number. All children are starting to recognise simple two-dimensional shapes and are able to match similar objects. In Reception, higher achieving children are able to count up to 20 and are able to use this ability to join up dots in the correct sequence. Average achievers confidently use numbers up to ten and can count both forwards and backwards. Lower achievers create simple number jigsaws using numbers up to three. All Reception children have started to gain an awareness of positional words such as behind, below, in front and below.

Knowledge and understanding of the world

- 67 By the time that the children are ready to start Year 1 of the National Curriculum they have achieved the expected levels in this area of learning. The quality of teaching and learning is consistently very good in both Nursery and Reception and this has an important impact on the good progress made by all children. The children, including those with special educational needs and those for whom English is an additional language, are fully included in the activities planned to develop this particular area of learning. In Nursery, the children start to talk about everyday occurrences and use words such as yesterday and tomorrow and this continues to develop well in Reception when they gain an appropriate understanding of the past and present. For example, they know that they were once babies and understand that they no longer play with the same toys. They also understand that fireworks are used to remember a famous event in the past. In Nursery, they show an interest in the world in which they live and this learning is extended in Reception when they eagerly find out about their local environment by enjoying interesting walks to the church. They also learn about how letters arrive at their destination. In Nursery they talk about their own families and friends with developing confidence and in Reception they begin to learn about different celebrations and traditions such as Divali and Advent. Nursery

children are starting to learn to operate simple equipment and these skills are carefully extended in Reception. For instance, they are stimulated through the use of control techniques when using computers and are able to use an art program to carefully create seasonal pictures for their Christmas cards. Control skills are developing well and, by the end of Reception, they build with a wide range of construction equipment. They use simple tools and are able to join materials using different techniques.

Physical development

- 68 The quality of teaching is very good in this area of learning and all children, including those with special educational needs and those for whom English is an additional language, make good progress in relation to their prior attainment. As a result, they all achieve the expected levels of attainment by the end of Reception. In Nursery the children are working within the third stage or '*stepping stones*' of the Foundation Stage curriculum. In the outdoor area they pedal around a track with a developing sense of awareness and are taught to park their vehicles in a clearly designated spot. Outside, the children also learn to throw beanbags into hoops but only the higher achievers are successful with this activity. Indoors, they are developing their confidence when using a range of small equipment such as plastic people and animals. In Reception this good progress is maintained. They use scissors to cut out snowflakes and mould malleable materials into different shapes and objects. In one Reception class two children were observed persevering in the construction of a Christmas jigsaw which involved the manipulation and positioning of small cardboard pieces. During movement sessions in the hall the children in Reception also gain an appropriate understanding of space and are able to 'stomp' like monsters and climb imaginary beanstalks. In these sessions teachers insist on good behaviour and control the children well. This ensures that the children are well focused and make good use of this time to develop their physical skills.

Creative development

- 69 By the start of Year 1 of the National Curriculum the children have attained the expected levels in this area of learning. This is because the quality of teaching and learning are consistently good and often very good and this enables all children to progress well in relation to their prior attainment. Children with special educational needs and those for whom English is an additional language are fully included in all lessons. This is ensured because all adults in the Foundation Stage organise a wide range of appropriate activities for the children to choose from. For example, in a lesson in one of the Reception classes, the children showed a high level of interest and motivation making silver or gold stars to take home. In Nursery the children have started to recognise and use different colours. They enthusiastically paint pictures of themselves. Lower achievers create unrecognisable drawings but higher achieving children include facial features such as a nose, mouth and eyes. However, the pictures do not tend to include other body parts such as legs and arms. In Reception their pictures have much more detail, which frequently include hair and body parts. They use a wide variety of different materials to make collages. For example, different types of green materials were used to create a Christmas tree collage. Children in the Foundation Stage enjoy role-play; in Nursery they happily play alongside one another whilst in Reception they co-operatively act out scenes with their friends.

ENGLISH

- 70 Standards at the end of Year 2 are above the national average. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress and are fully included in all activities. This represents a good improvement since the last inspection when standards were considered satisfactory.
- 71 In the current Year 2 standards in speaking and listening are average for this age group. Higher and average achievers use an increasing vocabulary and confidently offer suggestions and ideas. For example, they enjoy experimenting with short phrases such as 'munching, melting marshmallows' and 'slimey, smiley smarties'. Lower achieving pupils are able to convey simple meaning but are less confident in their use of vocabulary. Listening skills are as expected for their age and most pupils listen and respond with care. In Year 1 the pupils discuss matters of immediate interest and are developing their ability to listen to each other. Occasionally a very small number of pupils need reminding that they are required to listen to their peers.
- 72 In the current Year 2, standards in reading are above average. Higher and average achievers enjoy reading books and enthusiastically talk about popular authors and poets. For example, they discuss the books of Roald Dahl, Jacqueline Wilson and J K Rowling and clearly identify their favourite stories. A significant number of pupils regularly borrow books from the local library and are able to talk about the different types of books that are available. They read with developing accuracy and fluency and many are aware of the need to use expression to make the text interesting for the listener. Lower achievers use a good range of techniques to help them with unknown words and these include identifying initial sounds, breaking up the words and reading on. In Year 1, the pupils are gaining a growing confidence in recognising vowel sounds and familiar vocabulary. They also confidently discuss stories they have read. Daily sessions for shared reading throughout the school have a positive impact on the standards achieved.
- 73 In the current Year 2, standards in writing are above the national average. Higher and average achieving pupils write in a neat and legible style. The content of their writing is fluent and includes lively ideas. Common words are spelt correctly and full stops and capital letters used consistently. They write for a wide variety of different purposes. For example, they record instructions on how to make jam sandwiches. They are able to write a report about a special day and include interesting words such as crept and unveiled. In Year 1, the pupils are learning to write in short sentences and have started to remember how to spell words that occur frequently such as they and these. Their imaginative writing is developing steadily but most work still tends to be of a descriptive nature.
- 74 The overall quality of teaching and learning is good. This is a good improvement since the last inspection when teaching was considered satisfactory overall. Teachers have a clear understanding of the literacy strategy and competently teach the basic skills. The management of pupils is good and lessons are well organised. Teachers planning is detailed and closely linked to other areas of the curriculum. Good links are made with history, geography and information and communication technology. For example, the pupils were studying the Great Fire of London in history and their knowledge of flames was used to promote the learning in a literacy session. This encourages the pupils to be responsive and enthusiastic to learn. Good use is made of questioning skills and skilful intervention and support by non-teaching staff ensure that all pupils are included in the lessons. During the inspection one excellent lesson was observed in a Year 2 class. This lesson was characterised by very good

use of exciting and stimulating resources, such as a magic wand and glittery hat, which provided high quality stimuli for learning.

- 75 The co-ordination of the subject is excellent. The quality of teaching and learning is rigorously monitored throughout the school. Data is collected from national test results and carefully analysed to ensure that improvements are made. Very good procedures are used to assess the pupils' learning and this has a positive impact on the progress made. Resources are of very good quality and have improved significantly since the last inspection.

MATHEMATICS

- 76 Standards in Year 2 are above the national average in numeracy and all other areas of mathematics. This represents a good improvement since the last inspection. The National Numeracy Strategy is having a positive impact on standards and good teaching in Years 1 and 2 is enabling all pupils, including those with special educational needs and those for whom English is an additional language, to make good progress in their learning. Although boys perform better than girls in tests, there is no significant difference between the current attainment of girls and boys.

- 77 By the end of Year 2 pupils confidently order two digit numbers, have a good knowledge of place value to at least a hundred and add and subtract accurately to 20. They accurately identify multiples of ten to a hundred. Higher achievers add and subtract accurately beyond 20. Pupils know and understand the names and properties of two and three-dimensional shapes. For example, most know that a square has four equal sides and four corners. Higher achievers know that each corner is a right angle and recognise triangular prisms. They effectively solve simple shopping problems and confidently give change from twenty pence. Lower achievers handle money to ten pence and higher achievers are able to add coins together to make one pound. Most pupils have a sound understanding of halves and quarters. They enthusiastically investigate different ways of cutting different shapes such as triangle, circle, square and rectangle into two and four equal parts. Pupils in Year 1 are using mathematical vocabulary appropriately. For example, they recognise objects that are shorter or longer than each other. They recognise coins used every day and can alter the price of articles by one or two pence. Higher achievers are beginning to change the price of articles by making them 10 pence more or half price. Pupils carefully order numbers to 20 and higher achievers are able to add and subtract accurately to 20, using a range of strategies such as counting on. Lower achievers count to 10. All name simple two-dimensional shapes with varying degrees of confidence.

- 78 The overall quality of teaching and learning is good and has improved since the last inspection. Lessons are well planned and learning objectives are clear. These are shared with pupils at the start of the lesson and this has a positive impact on pupils' learning. However, not all teachers revisit the objectives at the end of the lesson to ensure the objectives have been met. The National Numeracy Strategy is well embedded and used effectively by teachers in planning. Most lessons have a brisk pace and teachers use question and answer sessions effectively to assess pupils' knowledge and understanding. They also use this strategy well to challenge the higher attaining pupils. Activities are usually well planned to meet the needs of different ability groups in the class and extension activities are planned for the higher ability groups. Lower achievers are well supported in the classrooms by skilled classroom assistants and this has a positive impact on their learning. Most teachers have good behaviour management strategies. As a result, pupils' behaviour is

generally good in lessons. They are eager to learn and concentration by most pupils is good. Teachers have good subject knowledge that enables them to explain clearly to pupils how to approach new work. This ensures learning is good. During the inspection one excellent lesson was observed in a Year 2 class. In this session the teacher used individual pupil's targets extremely well to support learning. For example, the teacher's challenge was to answer questions on the five times table. A pupil was chosen to take up the challenge because he had to learn the five times table as his target. The teacher used praise very effectively to support learning and raised the pupil's self-esteem. Relationships were excellent and all pupils were extremely eager to try hard and to succeed. They were particularly keen to take up the different challenges set by the teacher throughout the lesson and as a result, the progress made by all the pupils was excellent. Only one unsatisfactory mathematics lesson was observed and this was characterised by disorganisation, a lack of rigour and insufficient challenge to enable the pupils to make enough progress in their learning.

- 79 There are very good assessment procedures in mathematics. There is a carefully planned programme of assessment tasks, compiled by the co-ordinator. Teachers use these tasks very well and results are analysed very effectively by the co-ordinator to support teachers in setting both individual and group targets. Teachers have a very good understanding of the needs of individual pupils and plan activities to meet these. As a result all pupils make good progress in their learning.
- 80 Subject management of mathematics is excellent. The co-ordinator has worked extremely hard to monitor and evaluate the subject and to raise standards. This includes monitoring of teaching, which has improved significantly since the last inspection. Samples of pupils' work clearly indicate exactly what level they represent using the National Curriculum attainment targets. They also effectively use the smaller steps within these attainment targets so that pupils and teachers know exactly what they need to do to improve and achieve the next level. Resources are very good and are used very effectively to support learning. A mathematical challenge board is also provided in a corridor and adults and pupils contribute to the board, posting a range of mathematical problems and sums. This strategy develops pupils' mathematical thinking extremely well.

SCIENCE

- 81 Standards by the end of Year 2 match the national average and standards have been maintained since the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in relation to their prior attainment.
- 82 In Year 1 pupils know the properties of a range of materials and understand that shiny objects need a source of light if they are to shine. They identify a range of sources of light and that light sources vary in brightness. Year 2 pupils investigate how to make a bulb light. They make a complete circuit using bulb, battery and wires. The pupils carefully draw and label diagrams of their circuit. They can sort objects into a number of different categories. These include those objects that give light only, those that give heat only and those that give both light and heat. Pupils know some of the uses of electricity and understand the dangers of electricity. Most pupils understand that a crane uses a force to lift a truck. They know whether they need to push or pull an object to make it move. They investigate on which surface a car will travel the furthest.

- 83 The quality of teaching and learning is good overall. Teachers are confident in their subject knowledge and this has a positive impact on standards achieved by these pupils. The national scheme of work adopted ensures that the teachers plan consistently and the appropriate skills are taught. This has successfully addressed the issue identified in the last inspection, when there was no scheme of work and planning was not sufficiently linked to the programmes of study in the National Curriculum. The teachers question skilfully to encourage pupils to make close observations. For example, in a Year 1 lesson pupils looked closely at a range of objects to sort them into groups according to their properties. In Year 2, through good questioning pupils made good observations of a light bulb. Learning objectives are clearly shared with the pupils at the start of the lesson and explanations about the tasks are very clear. Behaviour management is good and as a result all pupils are interested and keen to learn. They particularly work well in pairs and support each other in their learning. Support staff are well deployed to ensure all pupils, including those with special educational needs and those for whom English is an additional language, are fully included throughout the lessons. Teachers make good links with other subjects in science and are particularly skilled at using pupils' literacy and numeracy skills during science lessons. For example, in Year 2 pupils recorded their results when investigating the best surface on which a car will travel on a simple graph. When labelling their diagram of a simple circuit, the teacher appropriately reminded the pupils to use the skills for labelling diagrams that they had learnt in literacy.
- 84 Subject management is very good. The co-ordinator supports her colleagues very well in planning and with providing them with suggested assessment tasks to be used at the end of each unit every half-term. The school is beginning to use the assessment results to predict expected levels of attainment by individual pupils at the end of Year 2. The quality of monitoring is good. The co-ordinator has effectively monitored samples of pupils' work, some teaching and audits teachers' planning. She has started to analyse information to guide planning and so support the raising of standards in the school. The need to support learning through more investigative work has just begun. For example, some of the pupils have been introduced to 'The Investigation Train', which helps pupils to make their own suggestions about how to collect data to answer questions. This is a good strategy to support the raising of standards. Resources have recently been audited to ensure teachers have sufficient resources to teach effectively the adopted scheme of work. Resources are now very good and are easily accessible to all teachers.

ART AND DESIGN

- 85 Standards at the end of Year 2 are better than national expectations for their age. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress and are fully involved in all activities.
- 86 The oldest pupils show confidence in using a variety of techniques, including work in pencil, poster paint, inks, pastels, fabric and clay. They draw and paint from observation and from imagination. They carefully look at the work of established artists, such as Arcimboldo and Hockney, and use some of their techniques in their own work. Sometimes they write about the techniques they are using. Pupils study colour and, by the end of Year 2, they successfully select and create autumn colours. There are particularly striking examples of pupils' art on display; for example, very good pictures of cut fruit by Year 1 pupils and the Year 2 pupils townscape that forms part of their study of the local environment. Pupils work confidently in three-dimensions with clay, paper and collage and know a range of techniques for shaping,

joining and decorating materials. However, at times they do not think and plan enough before making their chosen design. They have carefully studied photographs of sculptures from around the world. During special weeklong events they have gained a good knowledge of textile processes and art from other cultures, such as African mask making. Pupils are able to use computer programmes appropriately to create designs and pictures. There has been good improvement in standards since the last inspection.

- 87 During the inspection it was not possible to observe sufficient art and design lessons to make a secure judgement on the quality of teaching. However, examination of the pupils' work and additional photographic evidence indicate good learning and clear enjoyment of the subject area. This has a positive impact on helping all pupils to achieve well and make good progress. Opportunities to link art and design with other subject areas are well planned. Special cultural events add to the richness of pupils' experience and underline the importance of the arts in pupils' lives, as well as extending the range of adults' skills and knowledge from which pupils can benefit. All art and design lessons fully involve all pupils, including those with particular needs and difficulties.
- 88 The teacher who has recently taken over responsibility for art and design has a clear vision of how the subject should develop. She has already started to evaluate the scheme of work and introduce assessment sheets. There are good resources, which are well catalogued and stored to make them accessible to all teachers. They are not yet fully used. The high profile of art and design in the school does much to enhance the environment and enrich the experience of the pupils.

DESIGN AND TECHNOLOGY

- 89 Standards are in line with national expectations by the end of Year 2. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in their learning. There was sufficient evidence to make a judgement on standards from looking at samples of pupils' work and in discussions with teachers and pupils. No design and technology lessons were observed during the inspection and so no judgement can be made on the quality of teaching. From teachers' planning it is evident that all areas of design and technology are appropriately covered during the time the pupils are in Years 1 and 2. Standards have been maintained since the last inspection.
- 90 By the end of Year 2 most pupils are able to select appropriate tools, techniques and materials in model making. They generate ideas and plan what materials they will need to make their model. The pupils are beginning satisfactorily to evaluate their work. In Year 1, pupils design and make pictures with moving parts. They carefully design a setting for a well-known story and begin to make three-dimensional models. For example, one group made a setting based on the book 'Rumble in the Jungle'. They use a range of methods for fixing the materials for the trees and animals. Some pupils use construction kits to make models of trucks, a petrol tanker with pipes and a telephone. In connection with their science topic, Year 1 pupils also designed and made shiny decorations. Pupils in Year 2 designed and made wheeled vehicles, with moving wheels and axles. They also made lists of what they would need to make the vehicles.
- 91 Subject management of design and technology is good. The co-ordinator has only been in post for a very short time but has identified the strengths and areas needing to be developed in this subject. An assessment procedure has been introduced, which

is currently being used by the teachers in Year 2. This is linked closely to the suggested national guidelines for design and technology, used by the teachers in their planning. Resources are good and are gradually being organised in a central area to enable the teachers to have easy access to them. Resources have improved since the last inspection. Special weeks such as the Arts Week, held in the summer term, enable pupils to develop and use, very effectively, their skills and knowledge in design and technology.

GEOGRAPHY

- 92 Standards are above those expected nationally for pupils at the end of Year 2. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. This represents a good improvement since the last inspection when standards were considered satisfactory.
- 93 In Year 1, pupils learn to recognise different buildings when they go for walks around the local environment. They talk about the varying ways in which they get to school and have enthusiastically become involved in traffic surveys. Directional vocabulary, such as left, forward and straight ahead, is used with confidence and the pupils carefully follow simple maps. They are also gaining a good understanding of environmental issues. For example, the pupils knowledgably discuss how the area outside their classroom could be used and make good quality suggestions. In Year 2 pupils know the difference between 'birds-eye view' maps of their classroom and views from the side. They understand the use of symbols on maps. For instance, they draw maps of country walks and then create symbols for a bridge, river, gate and castle. Higher achieving pupils know that they live in the British Isles and are able to locate England, Scotland, Ireland and Wales. They discuss various ways to travel and know that journeys are made in a wide variety of different ways.
- 94 The quality of teaching and learning is good. This is a good improvement since the last inspection. Teachers plan interesting activities that pupils are able to relate to. For example, they create Katie Morag's imaginary Isle of Struay and discuss geographical features relating to this environment. Very good use is made of resources, such as a bear called Barnaby, who travels around the world, regularly sending postcards back to the pupils. For example, during a very good Year 1 lesson, a postcard from Barnaby was received from Turkey. The teacher carefully read out what type of weather the bear was experiencing and described the food that he would be eating. This gave the pupils a very good insight into the life in Turkey and promoted their listening skills well. Good use is made of homework to promote their geographical skills. For example, they are given simple maps to draw at home.
- 95 A nationally recommended scheme of work is used to ensure that skills are consistently developed throughout the school. This is a good improvement since the last inspection. The efficient co-ordinator has not yet had an opportunity to monitor teaching but collects samples of work to check that the learning is consistent. Both the quantity and quality of resources are good. Very good use is made of the local environment as a teaching resource.

HISTORY

- 96 Standards are above those expected nationally for pupils at the end of Year 2. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. This is a good improvement since the last inspection when standards were considered satisfactory.

- 97 In Year 1 pupils develop an understanding of now and then by comparing life when their grandmothers were young to their own experiences of today. They have looked at pictures of schools long ago and know that they were very different places in comparison with the current day. They also confidently discuss the gunpowder plot and have a good understanding of the part Guy Fawkes played in it. By the end of Year 2 pupils are confidently comparing life in London in 1666 to that of today. For example, they know that at the time of the Great Fire there was no electricity, rubbish was thrown out of windows and people travelled by horse and cart. The pupils use their numeracy skills well to create timelines and carefully sequence events in the Fire of London.
- 98 The overall quality of teaching and learning is good. This represents a good improvement since the last inspection when it was judged to be satisfactory. Teachers have good subject knowledge and enthusiastically present lessons that stimulate and interest the pupils. This has a positive impact on the attitudes of the pupils who are well motivated and maintain good levels of concentration. Teachers plan their lessons well and provide the pupils with a wide range of appropriate activities. Sessions include good introductions where very good use is made of a wide range of resources. For example, in a high quality Year 2 lesson the teacher showed the pupils a number of paintings, which portrayed the Great Fire of London and this enabled them to develop both their historical and artistic skills. Effective use is made of questioning skills and teachers ensure that all pupils are fully included in all parts.
- 99 A nationally recommended scheme of work is used to ensure that skills are consistently developed throughout the school and this is an improvement since the last inspection. The efficient co-ordinator has not yet had an opportunity to monitor teaching but collects samples of work to check that the learning is consistent. Both the quantity and quality of resources are good. Very good use is made of the local environment as a teaching resource and this is an improvement since the last inspection. For instance, very close links have been established with Kingston Museum and pupils immensely enjoy outings to the Victorian buildings close to the River Thames.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 100 Standards in Year 2 match those nationally expected for pupils of this age. All pupils achieve at satisfactory levels, including those who have special educational needs and those for whom English is an additional language.
- 101 By Year 2, the pupils are confident in using a mouse and keyboard for word processing. They are able to set out, punctuate and correct their work. The pupils' use drawing and designing programs to support art and design and technology activities; for example, they are able to design a car on screen before making it from plastic bricks. Pupils use mathematical and spelling games and talking books independently. They are confidently able to find information using a wide variety of computer software and with support, create pictograms from data they collect. They know how to give commands to a programmable toy to make it move in different directions and they use a simulation program to make a town. Pupils save their work on to a computer file with a little help, and retrieve their work at a later time. While the youngest pupils show confidence in using computers, there is clear progress over time in the level of independence shown by pupils in their computer activities. The

school has maintained satisfactory standards since the last inspection even in the light of raised national expectations in this subject.

- 102 Insufficient direct observation of lessons could be made during the inspection to make a secure judgement about teaching. However, observations of a number of short sessions of supported computer use indicate that both teaching and learning are at least satisfactory and sometimes good. Pupils show confidence and high motivation when using information and communication technology. They work well in pairs and help each other. They are able to explain what they are doing and they are building up their skills systematically. Teachers ensure that pupils have the support they need, through the use of classroom assistants or by pairing with a more confident pupil. Teachers have at least satisfactory subject knowledge and some have very good skills. Some teachers make good use of information and communication technology to support other lessons. For example, one teacher used a computer game to practise 'Venn diagrams' in mathematics, while others used it to support history work on the 'Great Fire of London'. Pupils' acquisition of skills and knowledge is effectively tracked by the use of an assessment pro-forma.
- 103 The subject co-ordinator responsible for information and communication technology is ensuring that good progress is made towards the targets on the school development plan. There has been good support from the local education authority in this. A major development has been the installation of a new computer suite and an upgrading and expansion of computer hardware and software. The school has not yet had time to make full use of its new resources but is well on course to raise standards further. There have been audits of staff skills, monitoring of lessons and some staff training, but training under a major government-funded initiative is still being planned. The school has an excellent and innovative website, which is used to keep parents informed. For example, it congratulates individual pupils on achievements and greets them on their birthday, thus increasing motivation both to achieve and to use information and communication technology.

MUSIC

- 104 Overall, standards at the end of Year 2 are in line with national expectations and have been maintained since the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress and are fully involved in the activities.
- 105 The quality of singing throughout the school is good. Pupils sing with enthusiasm and understand the importance of posture and correct breathing. Most pupils are able to recall the words of songs from memory and have a good repertoire of Christmas carols. They carefully identify long and short sounds when they are played on the piano and are able to create their own using a wide variety of un-tuned percussion instruments. The pupils have an appropriate understanding of the way in which music can be used to create different moods and effects.
- 106 One lesson of very good quality was observed during the inspection and this was taken by the subject co-ordinator who is a music specialist. Her technical competency was clearly evident and very good methods were used to maintain the pupils' interest. Pupils were managed very well and they responded with eagerness and enthusiasm to the musical activities that had been carefully planned.
- 107 The subject co-ordinator is an experienced and very talented musician who is keen to promote the subject throughout the school. She is currently working on a nationally

recommended scheme of work to ensure that it is easily accessible to non-specialist teachers. Although the co-ordinator has not had any opportunities to monitor the quality of teaching and learning throughout the school she often teaches different year groups and this provides her with an overview of standards. Assessment is in the early stages of development and is to be carried out after each unit of work is completed. Resources are of very good quality and represent a good cultural diversity. This is a good improvement since the last inspection.

PHYSICAL EDUCATION

- 108 Standards are better than expected for pupils of this age by the end of Year 2. Standards have improved since the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in their learning. The school has successfully addressed a key issue from the last inspection and all pupils are now suitably dressed for physical education lessons.
- 109 By the end of Year 2, pupils confidently link movements into simple sequences successfully. They carefully find different ways of moving across a bench and mat using their hands and feet, ensuring they have a good start and finish to their sequence. They practise to improve their movements and confidently demonstrate their sequences to the rest of the class. They confidently run, skip, walk and jump around the hall having a good awareness of space and each other. They respond well to stimuli and employ movement in an imaginative way. For example, pupils in Year 2 were observed making good responses to extracts from 'Charlie and the Chocolate Factory'. They enthusiastically mimed the scene when Charlie, having won the golden ticket walks with his grandfather to the factory. They also responded well to music for 'The Sweeties Dance' and this indicates that they are beginning successfully to communicate their feelings in their movements.
- 110 The quality of teaching and learning is good and has improved since the last inspection. Very clear instructions are given and pupils know exactly what is expected of them during the lesson. As a result, most pupils behave very well, are keen and try hard in lessons to develop their skills. This has a positive impact on pupils' learning. Good classroom management enables pupils to take out and put away apparatus safely. Teachers use praise effectively to raise self-esteem and to promote appropriate behaviour. Resources are used effectively and good use is made of support staff to ensure all pupils can take a full and active part in the lessons.
- 111 The subject management is good. The recently appointed co-ordinator is very enthusiastic and is having a positive impact on standards. She has organised resources effectively ensuring that there are enough resources to teach the scheme and to support teachers. The school uses a scheme of work from another authority, which successfully provides the teachers with detailed lesson plans. Teachers are comfortable with using this scheme and this has a positive impact on pupils' learning. The co-ordinator is encouraging teachers to make simple written comments about individual pupils' attainment following their observations during lessons. At present, they are identifying pupils with exceptional talent or pupils who need additional adult support, during lessons, to enable them to make the same progress as the rest of the pupils in the class. The school is eager to take part in other sporting activities. For example, many pupils took part in a special skipping session organised by a visiting expert who developed their skills. As a result, standards in skipping greatly improved in the school. The school also has good links with a local football club who provide

weekly sessions for pupils in Year 2 and also run an extra-curricular activity for some pupils. This supports learning well.

RELIGIOUS EDUCATION

- 112 Standards of attainment in Year 2 are similar to those expected in the locally agreed syllabus. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in their learning. At the last inspection no judgement could be made on standards because of insufficient evidence.
- 113 By the end of Year 2 most pupils have a satisfactory understanding of Christianity and some of the beliefs of the world faiths. Pupils in Year 1 know the Christmas story and understand its significance to Christians. Some pupils recall a special gift they had as a baby and imagine what gift they would have given to the baby Jesus. They write their own prayers to thank God for their families. Pupils in Year 2 know that Advent is a special time in the Christian calendar when Christians prepare for Jesus. They also recall the Christmas story and how it compares with their own birth. They record information about the birth of Jesus on a simple birth certificate and record information about their own birth on another birth certificate. They know that Diwali is the Hindu festival of light.
- 114 The overall quality of teaching and learning is satisfactory. Lessons are appropriately planned and meet the requirements of the locally agreed syllabus. Teachers have satisfactory subject knowledge and this has a positive impact on pupils' learning. They have a sensitive approach and value each pupil's contributions to discussions. Instructions for tasks are clear and teachers give good support to individuals. Support staff are well deployed to enable pupils, who find learning difficult, to be able to access the curriculum and make the same progress as the rest of the pupils in the class.
- 115 A new locally agreed syllabus has very recently arrived in the school. It contains a curriculum overview and gives clear guidance on how the subject should be taught. There are also assessment statements in the document, which teachers can use to ensure that pupils are reaching the expected standards required for pupils of this age. This is starting to effectively support the continual raising of standards. Management of the subject is good and the co-ordinator works hard to support her colleagues with the planning of lessons. However, recently there has been very little monitoring because of the priority on literacy and numeracy. The school has appropriately identified religious education as an area for development. Resources are satisfactory. The school is beginning to acquire artefacts to support pupils in their learning. Visits to the local church enhance pupils' learning.