

INSPECTION REPORT

ARDLEIGH GREEN INFANT SCHOOL

Hornchurch, Essex

LEA area: Havering

Unique reference number: 102271

Headteacher: Mrs C Woodey

Reporting inspector: Mr J Heap
18824

Dates of inspection: 29 October – 1 November 2001

Inspection number: 193861

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Ardleigh Green Road Hornchurch Essex
Postcode:	RM11 2SP
Telephone number:	01708 449 362
Fax number:	01708 448 832
Appropriate authority:	The governing body
Name of chair of governors:	Mrs B Felton
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18824	Mr J Heap	Registered inspector	English Information and communication technology Physical education	What sort of school is it? School's results and achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9092	Mr R Elam	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21893	Mrs V Brittain	Team inspector	Science Art and design Design and technology Music Areas of learning in the foundation stage English as an additional language	
20877	Mr D Pink	Team inspector	Mathematics Geography History Religious education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ardleigh Green is an infant school that caters for pupils between the ages of four and seven. It is situated about a mile and a half from the centre of Hornchurch, which is in the outer London borough of Havering. There are 269 pupils on roll, which is a little above average. Pupils arrive at school reflecting the full range of attainment levels, but overall attainment on entry is a little below average. Pupils are organised into 9 classes and two of these have a mixed-age group. The majority of pupils come from the local area, but a significant number come from further afield. The school draws pupils from average residential areas. There are low levels of pupil mobility and few signs of deprivation. The majority of pupils are white and small numbers come from Black-African, Indian and Chinese heritages. Five pupils have a first language other than English, but they are all competent speakers of English. There are 8.6 per cent of the pupils entitled to free school meals.

Children enter the reception classes in the September or October of the year in which they are five. The induction process takes place over a period of weeks so that staff have time to get to know children individually and settle them into school routines.

There are 10.5 per cent of pupils on the register of special educational needs, which is well below the national average. The special needs range from specific learning difficulties to autism and physical disability. Amongst these, 3.8 per cent have statements of special educational needs, an above average figure.

HOW GOOD THE SCHOOL IS

This is an effective school that enables pupils to move on to the next stage of education with good basic skills and very good attitudes to school and work. The quality of teaching is good. Management is caring, efficient and well-focussed. Standards broadly match the national picture. The school's policies and practices for including all groups of pupils in its provision are good. The school provides good value for money.

What the school does well

- The quality of teaching is good.
- Pupils' attitudes, behaviour and personal development and the relationships they make are strengths of the school.
- Pupils with special educational needs make good progress because the support they receive is effective.
- Child protection and welfare procedures are good.
- Leadership and management are effective.
- Provision for moral and social development is very good. Provision for cultural development is good.

What could be improved

- There is insufficient challenge for higher attainers.
- The rate of attendance is unsatisfactory.

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 September 1997. Since that time there has been good improvement. In relation to the key issues identified:

- good improvement in religious education;
- good improvement in provision for spiritual and cultural development;
- the school development plan has been improved well;
- satisfactory improvement in regard to developing pupils' initiative and responsibility.

Results in national tests have improved, particularly in mathematics. However, the recently published 2001 results show a dip in the scores, The quality of teaching is better, particularly the rate of very good teaching. Teachers have become skilled at teaching literacy and numeracy and this has further underlined the good quality of work in the teaching and learning of basic skills. However, there has been insufficient improvement in the provision for higher attainers.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
reading	B	B	B	B
writing	C	A	B	B
mathematics	E	B	D	D

Key

well above average A

above average B

average C

below average D

well below average E

By the age of seven, pupils' attainment is above average in reading and writing and below average in mathematics when compared to all schools and those with similar numbers of free school meals. The proportion of pupils achieving the higher Level 3 is average in reading and writing and below average in mathematics. This picture illustrates good basic skills, but the proportion of pupils achieving higher levels of attainment is not high enough. Teacher assessments show that standards in science are above average. The school sets itself realistic targets.

Over the last three years, pupils' results have been above average in reading and writing and below average in mathematics. The trend was upwards until the 2001 results which have taken a dip. This is because of lower levels of higher attainment at Level 3. There is no significant difference in the attainment of boys and girls.

Initial assessments of children entering the reception class in the Foundation Stage indicate that standards of attainment are a little below average. There is a significant proportion of children who have limited writing and social skills. Pupils make good progress, generally and, as a consequence, the majority are likely to exceed the expected standards by the time they start in Year 1. This is true in communication, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

In the work seen during the inspection, standards of attainment reach national expectations in English, mathematics, art and design, design and technology, geography, history, information and communication technology. Standards in science and music exceed expectations. Although it is not possible to judge overall attainment in physical education, standards exceed expectations in swimming, dance and gymnastics. Standards in religious education are in line with the requirements of the locally agreed syllabus.

Pupils with special educational needs make good progress in relation to their prior levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. From an early age pupils show a mature response to school and what it offers. A strong foundation for future schooling.
Behaviour, in and out of classrooms	Good. Invariably, pupils are polite and well-mannered. They are patient and show respect for their peers, adults and property. There were no exclusions last year.
Personal development and relationships	Personal development is good. Reception children are expected to do things for themselves increasingly. Pupils take on a range and variety of responsibilities readily. Relationships are very good. Pupils cooperate well at appropriate times and a very strong feature is the way that boys, girls, physically disabled pupils and pupils from different cultural backgrounds work so well together.
Attendance	Unsatisfactory. This is mainly the result of a large proportion of parents taking their children on holiday during school time. Unauthorised absence is low because the school is vigilant in following up absences that have not been authorised.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

Overall, the quality of teaching is good. Teaching was satisfactory or better in all lessons and very good or better in about a sixth of lessons.

Overall, the quality of teaching and learning is good. The school is strong in its ability to teach the basic skills of literacy and numeracy well. As a consequence the pupils learn these skills effectively and achieve the expected standards in their classwork and national tests. One of the main advantages that this good teaching achieves is that pupils have a good and mature attitude to their learning and this forms a firm foundation for future schooling. However, there are too few opportunities for these skills to be used in other subjects and this means that there are insufficient numbers of pupils achieving the higher levels of attainment, both in their work and in national tests. Higher attaining learners are the most affected by this shortcoming.

Teaching and learning in the Foundation Stage are good. The staff develop a good atmosphere for learning through very good class management and effective support for all. Consequently, children achieve well.

The quality of teaching is good in English, mathematics, science, art and design, and design and technology and music. It is satisfactory in geography, history, information and communication technology, physical education and religious education.

Pupils with special educational needs are supported well and they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, satisfactory. The Foundation Stage is good. Visits and visitors provide effective breadth for provision. Personal, social and health education and links with partner institutions are very strong. The range of the curriculum for the higher attainers is narrower than it ought to be because of insufficient opportunities to use literacy and numeracy skills in all areas of the whole curriculum.
Provision for pupils with special educational needs	Good. The opportunities within the curriculum are good. Teachers and learning assistants support pupils well. Pupils are included in all aspects of school life.
Provision for pupils with English as an additional language	Satisfactory. Pupils already have competence in using and understanding of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, a strength of the school. Moral and social development are very good. Cultural development is good. The provision for spiritual development is satisfactory.
How well the school cares for its pupils	Overall, the provision is effective. Procedures for child protection and ensuring pupils' welfare are good. Very good procedures for promoting discipline and good behaviour. Procedures for judging pupils' attainment and progress are very good.
Relationship with parents	Parents' views of the school are very positive. Links with parents are very effective. Parents make a significant contribution to the school's work and to their children's learning and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led by an effective headteacher who is strong, caring and committed to the school. She is well supported by her senior colleagues.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory responsibilities and hold the school to account. Much of their work is carried out effectively in committees.
The school's evaluation of its performance	Monitoring arrangements are good and they include work from a range of people: headteacher, coordinators and governors. Results of national tests are tracked, analyses undertaken and priorities identified. Consequently, classroom practice is improving. The school improvement plan is wide-ranging and benefits from the thorough review of strengths and weaknesses.
The strategic use of resources	Overall, good. Educational priorities are appropriately costed and funded. Earmarked funds and grants are used appropriately. Adequate attention is given to the achievement of value for money in acquiring services and resources.

The match of staff to the demands of the curriculum is good. The accommodation is satisfactory. The level of resources is 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. • The progress that their children are making. • The good standard of behaviour. • The good quality of the teaching. • The information they receive about their child's progress. • They feel comfortable approaching the school. • The expectation of the child to work hard. • The closeness of the home/school relationship. • The effective leadership and management. • The way the school helps their child become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • The range of activities outside lessons.

Inspectors agree with the positive views. However, only limited agreement can be given with respect to higher attainers achieving their best. Inspectors judge homework and the range of activities outside lessons to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Initial assessments of children entering the reception classes in the Foundation Stage indicate that standards of attainment are a little below average. There is a significant proportion of children who have limited writing and social skills. Pupils make good progress, generally and, as a consequence, the majority are likely to exceed the expected standards by the time they start in Year 1. The reason for this rate of progress is the quality of teaching, most particularly:
 - the teaching of basic skills, especially for early literacy and mathematics;
 - well chosen activities, which enable children to learn well;
 - the very good class management.

This is true in communication, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

2. By the age of seven, results in the 2001 national tests show that the proportion of pupils achieving the expected Level 2 is well above average in writing, above average in reading and average in mathematics when compared with all schools. Compared to those that have similar numbers of pupils entitled to free school meals, results in reading and writing were well above average and the results were average in mathematics. The proportion of pupils achieving the higher Level 3 is average in reading and writing and well below average in mathematics when compared to schools nationally. In comparison to similar schools, reading results were average, writing results were below average and mathematics results were well below average. Teacher assessments of pupils' attainment in science show that an above average number of pupils achieve the expected Level 2, and a well above average proportion of pupils achieved the higher Level 3.
3. Over the last three years, pupils' results in national tests at the age of seven have been above the national average in reading and writing and below average in mathematics. After significant improvements in attainment in writing and mathematics from 1997 to 2000, the results in 2001 dipped because of lower levels of above average attainment, for instance at the higher Level 3. There is no significant difference in the attainment of boys and girls. The school sets itself realistic targets.
4. At the age of seven, standards of work seen during the inspection were above expectations in speaking and listening, reading and science and in line with expectations in mathematics, writing, and information and communication technology. The standards in religious education are in line with the expectations of the locally agreed syllabus.

5. By the age of seven, standards in speaking and listening are above expectations. Pupils have a wide vocabulary. They discuss issues and respond accurately to questions. The standards in reading are above the expected level. Pupils have good basic skills, particularly in their use of letter sounds. Their knowledge of the books they read and the characters in them is good. Most pupils have satisfactory library skills. The standards of writing in work seen during the inspection, however, remain at the expected levels because:
- expectations are lower than they ought to be, particularly for the higher attaining pupils;
 - pupils have insufficient opportunities to use their good, basic writing skills in other subjects. Consequently standards are lower than they are in reading, speaking and listening.

The higher attaining pupils have good basic skills. Generally, pupils have good handwriting, spelling and grammar skills.

6. In mathematics, standards of attainment by the age of seven are in line with national expectations and these standards are lower than they ought to be because:
- higher attaining pupils are insufficiently stretched because opportunities to use their good basic skills are not fully exploited;
 - there is an over-use of prepared worksheets that enable pupils to consolidate, rather than deepen, their knowledge, skills and understanding.

However, standards have risen over the last three years, most particularly amongst the boys. Pupils are skilled at mental arithmetic and number. They select appropriate ways of working and use a good range of mathematical vocabulary. Pupils attain good standards in shape, space, measuring and data handling. They have good standards in problem-solving including using their knowledge, skills and understanding in everyday situations, such as time and money.

7. By the age of seven, standards in science are above national expectations. This is confirmation of the levels of attainment indicated by the teachers' assessments of pupils' progress in 2000 and in 2001. This marks a good improvement since the last inspection because more pupils are achieving above average standards. Overall, pupils' achievements are good in the areas they have studied. Standards are higher in the study of life processes and living things, most particularly animal habitats.
8. In information and communication technology, standards are in line with expectations at the age of seven. This is similar to the standards reported at the time of the last inspection. Skills in word processing, using paint programs and in guiding a roamer meet expected levels. The use of computers in other subjects is variable, with particular strengths in art and design and science. Overall, pupils achieve satisfactorily.
9. In religious education, standards are in line with the expectations of the locally agreed syllabus. This is a good improvement on the standards reported at the time of the last inspection. Pupils understand that people hold key beliefs and that they vary according to their faith. Their knowledge and understanding of religious settings are satisfactory. Pupils are beginning to recognise that there are similarities and differences in the beliefs of several faiths, such as Christianity and Judaism.
10. Standards of attainment are similar to those found in schools nationally in art and design, design and technology, geography, history and religious education. Standards in music exceed expectations. Although it is not possible to judge overall

attainment in physical education, standards exceed expectations in swimming and gymnastics.

11. The standards of attainment of pupils with special educational needs are well matched to those identified in individual education plans. Pupils make good progress because effective support is well targeted to their needs. Because of this support the attitudes of pupils towards their learning is good. Pupils enjoy being in school.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour, personal development and relationships with each other and adults are strengths of the school and make a significant contribution towards promoting their attainment and progress. This conclusion reflects the widespread views of parents. It also continues the findings at the time of the previous inspection with the addition that the school has improved the opportunities for pupils to undertake responsibility. Parents state that their children enjoy school.
13. Throughout the school the pupils' attitudes towards learning are very good. This includes those of pupils with special educational needs. Pupils often concentrate well and show interest in what they are doing as was seen particularly in a Year 2 literacy lesson when the pupils rose to the challenge of writing a sentence with a comma and a conjunction. Year 1 pupils were eager to do their best using games to add and subtract one and ten, being pleased when they produced the right answer. They have the confidence to try and work out answers in front of their classmates as seen during mental mathematics in numeracy lessons. They listen well, as shown by Year 1 pupils who followed instructions to the letter when demonstrating jumping techniques during a physical education lesson. Pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. The children in the reception year are beginning to show maturity. They work together well and are learning independence, as seen in a lesson deciding on the materials to use to make a house for the three little pigs.
14. Pupils behave well in the classroom and at play and lunch times. They are well mannered, polite to adults and to each other, courteous and welcoming to visitors. Inspectors were forever being greeted with a cheery "hello" and a wave as they went around the school. Pupils generally move around the school in an orderly way even when not supervised, though they do sometimes run in the corridors. In particular they wait patiently for other classes when going to and from their rooms at the beginning and end of the day and for assemblies. In the classroom pupils take great care to avoid others when moving in and out of class or grouped on the carpet. They show respect for property, for example, when using the computers, and take care collecting and putting away instruments during music lessons. Some younger pupils are still learning to put up their hands and not to call out. One or two pupils need extra support with their behaviour but the teachers and support staff manage them well so that they do not affect the learning of other pupils. There is no racist behaviour and the one incident of bullying that was reported to the inspectors was a rare incidence of aggressive behaviour. There were no exclusions last year.
15. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at play and lunch times. Good co-operation was seen when working in groups in a Year 2 numeracy lesson, finding patterns in a 100 square number grid. Year 1

pupils were eager to learn to use the computers and they worked together very well in twos and threes, willingly allowing others to have a go. Year 2 pupils know how to conduct a discussion and, during a religious education lesson, listened respectfully to the contributions of others. Reception children enjoy relaxed relationships with the adults around them; they follow their guidance and many, for example, have already learned to put up their hands to answer questions. Boys and girls, physically disabled pupils and pupils from different cultural backgrounds work together very well when doing group work in the classroom and when playing at play and lunch times.

16. Pupils' personal development is good. Year 2 pupils showed they are starting to understand the feelings of others when they took on the roles of Guy Fawkes and King James as they answered the teacher's questions during a history lesson. During circle time, that is a whole-class discussion, Year 2 pupils showed no embarrassment at making positive comments about their classmates. They are starting to use their initiative and, for example, move around the classroom to find materials they may need. Since the last inspection the school has increased the occasions to take on responsibility, in response to a key issue for action. Pupils take on many tasks both within the classroom and outside. For example, Year 2 pupils help the younger ones with games at lunchtime and take part in meetings of the school council.
17. Attendance is unsatisfactory. In recent years it has been around 95 per cent showing an improvement since the previous inspection. This level is also in line with and even above the average for schools nationally. However last year it fell below 94 per cent. In part this was due to a virus resulting in many pupils being away from school for a few days. But a significant factor was the large number of parents who insist on taking their children out of school to go on holiday, for periods up to ten days or even longer. This affects not only the attainment of the absent pupils: others are affected as teachers have to spend time helping those who have been absent to 'catch up'. The school is aware of this problem and, with the junior school and the local education authority, is planning to write to parents. Unauthorised absence is low reflecting the efforts the school makes to ensure parents provide reasons for absence. Pupils are keen to come to school and punctuality is good. Nevertheless there are usually a few pupils arriving late each morning, though normally only by a few minutes. Registration takes place promptly at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching is good and this promotes effective learning, particularly in the basic skills. In 100 per cent of lessons the quality of teaching was satisfactory or better, and 26 per cent of lessons were very good or better. This is a good improvement on the last inspection when 6 per cent of lessons were unsatisfactory. There is also a major increase in the number of higher quality lessons.

19. In the Foundation Stage the quality of teaching and learning is good. This is an improvement since the last inspection. The quality ranges from good to very good, with half of lessons very good and around nine-tenths of the rest good. In the best lessons the strengths are:

- the very good learning is created by the teamwork of teachers, teaching assistants and learning support assistants who all know individual children well;
- the teachers' good knowledge of the curriculum for this age group and the needs of young children to become confident and competent in the basic skills.

Overall, the pace of teaching is brisk and planning is good. Occasionally, a lesson is a little unbalanced because the amount of time spent on whole-class activities is too long. Relationships between adults and children are very good and staff show enormous respect for the children's needs. Proper attention is paid to judging the children's levels of attainment accurately and these provide good guidance for the learning objectives in a lesson. Children with special educational needs are well catered for and fully integrated into the class activities. This good provision is amply supported by the planning which includes targets for achievement.

20. In Years 1 and 2, the quality of teaching and learning is good and pupils gain a wide range of basic skills. In more than half of the lessons seen the teaching was good, about a sixth were very good and close to a third were satisfactory. In the very good lessons the significant strengths were:

- instructions and planning were clear and challenging and led to pupils making a great deal of effort;
- the pace was brisk and appropriate resources were used, consequently pupils were highly motivated, as was seen in a Year 2 numeracy lesson where the excitement and interest led to very good learning about sequences of numbers and patterns;
- very accurate judging of pupils' levels of attainment led to the adjustment of activities at appropriate times;
- teachers' subject knowledge was good. For example in a Year 2 English lesson the teacher showed that she had mastered the demands of the literacy hour and the pupils responded very well by producing a great deal of work.

Overall, teachers have a sound knowledge and understanding of the curriculum and the pupils learn basic skills well, particularly in reading, writing and mathematics.

21. In Years 1 and 2, the school is aware that they need to further stretch higher attainers and some progress has been made since the last inspection. Expectations are not always high enough for these pupils and opportunities are occasionally missed for them to use their good basic skills in other subjects. For example, in a Year 1 science lesson the opportunities for pupils to learn by investigation were missed and this was caused by omissions in planning. In writing and number, the expectations, although satisfactory, are not as high as they might be owing to missed opportunities to use the good skills in their work in other subjects.

22. The quality of teaching observed is good in English, mathematics, science, art and design, design and technology and music. It is satisfactory in history, information and communication technology, physical education and religious education. No teaching was seen in geography.

23. The teaching and learning of literacy is good overall. The basic skills of reading are taught well, for example the teaching of letter sounds. The use of literacy in other

subjects is satisfactory, for instance, the development of technical language in science, geography, history, information and communication technology and religious education. Early library skills are taught well.

24. The teaching of numeracy is effective. The school's numeracy strategy is having a significant effect on mathematical standards achieved. Teachers' understanding of the strategy is good. Sufficient opportunities are found for the majority of pupils to use numeracy skills, knowledge and understanding in other subjects. Good examples are:
 - graphs in information and communication technology;
 - in history: the development and use of timelines;
 - in science: measuring distances in experiments on sound.
25. Marking is consistent. When it is good, teachers provide advice, guidance and an indication of the work and standards to follow.
26. The quality of teaching and learning for pupils with special educational needs is good. Pupils are effectively taught because of the specific planning of the teachers to include pupils in lessons and the individual support given to pupils by teaching assistants. However, in parts of some lessons the learning support assistants are under-employed.

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

27. The curriculum provides a satisfactory range of learning opportunities for pupils, similar to the last inspection. It meets all legal requirements including that of a collective act of worship.
28. The quality of the curriculum is satisfactory for most pupils including those with special educational needs. It is good for children in the reception classes. The quality of curriculum to develop personal and social skills is very good. This is evident in the very good relationships that exist between teachers and their children and between children. They have access to computers in classrooms and the provision for outdoor play is satisfactory. The curriculum is well supported by visits and visitors. However, the curriculum for higher attaining pupils in Years 1 and 2 could be improved especially in mathematics. There are insufficient planned opportunities to extend pupils' use of literacy and numeracy skills across the subjects of the curriculum.
29. The quality of the equal opportunities to the curriculum for all pupils is satisfactory. The access for lower and average attaining pupils is good, as is the access provided for pupils with special educational needs. Some opportunities are available for higher attaining pupils, but these are insufficient. The provision for children in the reception classes is good.
30. The quality of the curriculum in English and maths is satisfactory. The National Literacy Strategy and the National Numeracy Strategy have been effectively introduced into the school. There are some good examples of extended writing in religious education and history, but overall these opportunities are limited. The range of extra-curricular activities is satisfactory.
31. The opportunities provided for pupils with special educational needs are good. Pupils with special educational needs are identified early in their school lives. Their progress is closely checked and regularly reviewed. The extra provision is well

targeted and well used so that these pupils are supported in their learning and included fully in the life of the school.

32. The school maintains very good links within the local community. It has close links with its associated junior school. This ensures that pupils are well supported when they change schools at age seven. It maintains good links with a local pre-school, from which a large number of its pupils come. There is a strong parents' association that supports the school, and helps to maintain, financially, the school's swimming pool. The school regularly has students for both teaching and nursery nursing. It is a school that provides good facilities for training students.
33. Provision for pupils' moral and social development is very good and their cultural development is promoted well. The provision for spiritual development is satisfactory. The overall arrangements are a strength of the school and reflect an improvement on the findings at the time of the previous inspection. Collective worship meets statutory requirements.
34. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are satisfactory. As well as providing time for reflection, school assemblies give pupils a sense of belonging to a whole-school community and to celebrate the contributions and achievements of others. School assemblies and the teaching of religious education in the classroom follow the locally agreed provision. They help pupils to develop an understanding of the Christian faith. Other faiths are introduced in religious education lessons but there are no opportunities to visit other places of worship or to see visitors from other faiths. The school has worked hard to identify ways of introducing a spiritual dimension into lessons in the classroom. During a Year 1 information and communication technology lesson there was a moment of wonder when the pupils saw the teacher change the appearance of a classmate's name with a different style of font. And there was a moment of reflection when pupils considered where a sunflower's head and seeds came from during a Year 2 religious education lesson. Circle time helps pupils to start to appreciate their own worth and to raise their self-esteem. Nevertheless the school does not always take full advantage of opportunities within lessons such as art, music or science to enable pupils to appreciate fully the exciting nature of the world around them or to reflect upon their own feelings. For example, during science lessons on sources of light, the teacher could have created an appropriate feeling of excitement if the candles had been lit.
35. The school's approach to pupils' moral development is very good. The school promotes clear values and there are clear expectations of high standards of behaviour and acceptable conduct which the pupils respond to. These standards lead to the pupils having a good awareness of right from wrong as shown by the class rules that they help to create at the beginning of the school year. Their awareness of the rules was highlighted by the way even the youngest children in the reception classes are already starting to understand that they should put their hands up to answer. Pupils are self disciplined and this makes for an orderly school. The staff give a good example of how to behave and the overall positive approach of the school to encouraging pupils' moral development is evident in the way all adults deal with pupils. All staff, both teaching and non-teaching, adopt a consistent approach in the way they intervene if, for example, pupils' are not paying full attention. Opportunities are taken consistently in assemblies, circle time and lessons generally to deal with problems and concerns.
36. The provision for encouraging the social development of the pupils is very good. The school values its members and encourages pupils to integrate well both at work

and at play. This approach results in very positive relationships between pupils themselves and between pupils and staff. In the classroom there are many opportunities to work together in pairs or groups, though of course the youngest pupils are often only just starting to develop their social skills. Pupils are encouraged, and are willing, to undertake various tasks appropriate for their age, such as getting resources and tidying up at the end of the lessons. Older pupils have duties around the school such as the delivery of registers at the beginning of the day and helping younger pupils with games at lunchtime. The school council provides opportunities to discuss concerns with adults and other pupils of different ages. Circle time effectively reinforces good social values.

37. The provision for cultural development is good. Many subjects provide pupils, irrespective of their age, ability or ethnic background, with a fuller understanding of the world around them. The study of world faiths in religious education and the celebration of festivals from around the world help them appreciate others' practices and beliefs. For example the Chinese New Year provided an opportunity to see a Chinese dancer who visited the school. Pupils are starting to understand the western cultural background from nursery rhymes and stories. The playing of music during assemblies and, in the classroom, during circle time introduces pupils to composers from Handel and Vivaldi to Louis Armstrong. In art, paintings by famous artists such as Monet and Holbein are displayed. Multi-cultural awareness is developed. Along the corridors there are very good displays of stories of Aboriginal and African origins. In history, pupils learn about important people and leaders, such as Florence Nightingale and Mary Seacole. In geography, they learn how people live in other parts of the world. Year 2 physical education lessons extend pupils' cultural awareness with, for example, a dance routine using Indian hand movements related to the story of Diwali. The school has bought resources to reflect diversity. These include story books and a variety of paints to enable pupils to produce a range of skin colours.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Staff show appropriate concern for the needs of the pupils and provide good examples of how to behave. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. The monitoring of pupils' academic performance and personal development is good.
39. Overall, the school has good procedures for child protection and for ensuring the welfare of the pupils. The care shown by the school was very apparent during the inspection. Two pupils coming to school in tears were quickly reassured by teachers and support staff, resulting in the stress of leaving their mothers being forgotten within a few minutes. The headteacher is the designated officer for child protection and the school follows local procedures. The staff have received guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The school ensures that staff recently arrived in the school are also familiar with all the procedures. The provision for first aid is good with most staff having been trained, records kept of any treatment and letters home to parents as appropriate. A health and safety policy is in place and the headteacher has attended an appropriate course. The school has ensured that risk assessments have taken place recently, carried out by a consultant or by the school itself. The governors are actively involved with termly meetings of the health and safety working party and in touring the school to identify any potential hazards. The local authority regularly checks the fire equipment, electrical items and physical education equipment. The teachers ensure that pupils are made aware of health

and safety issues during lessons such as science, physical education and design and technology.

40. The checking of progress of pupils' personal development is effective and relies mainly on the teachers' and their colleagues' knowledge of the individual pupils. Their personal qualities are enhanced by the various tasks they have around school. The school encourages pupils to recognise the value of good work with praise and stickers in the classroom during the week and certificates during Monday assemblies. Circle time helps pupils to learn to listen to others and to be tolerant of other points of view. In lessons many opportunities are provided for pupils to work together in pairs or in groups. The school council very effectively provides pupils in both years 1 and 2 (and in the reception classes in the summer term) with the opportunity to contribute to what happens in the school. The school methodically assesses pupils with special educational needs to gain a good picture of their difficulties. They are placed on appropriate levels on the special needs register and the necessary support is clearly explained in their individual education plans.
41. The procedures for promoting discipline and good behaviour are very good. At the beginning of the year the pupils within each class develop the classroom rules, together with rewards and consequences. A copy is sent home to parents and all new parents receive a summary of the behaviour policy including the responsibilities of pupils, staff and parents. Other school rules are on display around the school. Pupils are able to quote examples of what they should and should not do. For example a reception aged child called out 'we must not run in school...we must not run in school' as two classmates ran along the corridor! The inspectors saw good instances in lessons of teachers ensuring that the pupils understand how to behave and it is apparent that all the staff follow a consistent approach. Though there has been a bullying incident, the school has good procedures to deal with any that may occur. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system.
42. The procedures for checking and promoting attendance and punctuality are good. Pupils with full attendance in a term or a whole year receive a certificate. Each week the staff write to parents if any absences are unexplained. The diligence with which they do this helps to keep any unauthorised absence to a minimum. Both the headteacher and the education welfare officer regularly review those few pupils who have especially poor attendance and take action as appropriate. The procedures helped to maintain a good attendance in recent years. However there was no early warning of last year's lower figure as the school is not yet regularly monitoring the overall level of attendance during the year. The school reminds parents of the need for regular attendance. Nevertheless, not all parents appreciate they should avoid holidays in term time. The school encourages good punctuality by closing the doors a few minutes after the start of the day so that late arrivals have to use the main entrance.
43. Procedures for assessing pupils' attainment and progress are in place for all subjects and are very good overall, particularly in the Foundation Stage, English and mathematics. In science, the systems to check pupils' development of skills have been discontinued this year and the coordinator has rightly identified this as a priority for future development and recognises the following as appropriate signs of success:
 - pupil's investigative skills are improved;
 - effective assessment and recording systems in place to support planning and progress.

44. The school uses an initial assessment to measure the children's attainment on entry to reception classes. Children are assessed very effectively in reception against the early learning goals and the results are passed to Year 1. Nationally recognised tests are used each year to keep track of each pupils' attainment from reception, and targets are set at the end of Year 1 for the statutory national tests for pupils aged seven. Half-termly assessments are carried out by teachers in English and mathematics and termly assessments are carried out for science. The information from these assessments is kept in pupils' individual folders, along with their reading and speaking and listening records. The results of these assessments are used to identify areas of development in order to set yearly targets for all pupils in English and mathematics. These are discussed with parents and pupils. The results of the national assessment tests at the end of Year 2 are analysed for weaknesses in areas of learning so that they can then be rectified. For example, boys have been identified as achieving better than girls in science. As a result, activities are to be monitored to ensure they are equally relevant to both genders.
45. The use of assessment information to guide planning is good in the Foundation Stage and is satisfactory overall. It is more successful in the identification of the learning needs of lower attaining pupils than in identifying the needs of higher attainers who need to be challenged. The school has recognised the use of assessment as an area to be developed. Fortnightly plans are adjusted as teachers evaluate the progress that pupils make against the learning objectives of each lesson. The outcomes are discussed at year group meetings and used, if necessary, to amend planning. The use of marking as an aid to assessment is variable. It is used well in the Foundation Stage where teachers record the independence and confidence of children in completing tasks. There are some good examples in other year groups where teachers have used marking to help pupils to improve their work.
46. The care given to pupils with special educational needs is very good. Teachers through the teaching assistants closely monitor the progress made by pupils. The result of this is that learning needs of these pupils are well met. These arrangements also apply to pupils who attend the school whilst registered elsewhere. Good use is made of the available local agencies to provide expertise and support in dealing with pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. In their responses to the questionnaire and at the meeting with inspectors parents showed that they are very pleased with all that the school does. The inspection team agrees with all of their positive comments. Parents say that the school is well led, the teaching is good and children behave well. Their children like coming to school and make progress from the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. The school works closely with parents and they feel comfortable approaching the school with any questions. The quality of the information they receive about how well their children are doing is good. They consider that their children receive the right amount of homework to do at home. These reactions are similar to the comments made at the time of the previous inspection. Some parents expressed concern at the effect of the phased intake during September and October when children first start in the reception classes, but the inspectors conclude that the school's arrangements are appropriate. The induction process over a period of weeks works well, giving staff time to get to know children individually and settle them into school routines. As a result children quickly begin to learn and achieve well.

48. The school has established very good links with the parents and these contacts are very effective. The headteacher sends letters home several times a term outlining the various activities that the pupils are involved in as well providing general administrative information. Every term, class teachers send details of what they will be teaching their pupils. Other letters refer to more specific matters. In addition to the attractive school brochure, new parents receive a folder with a useful range of leaflets including an outline of the Foundation Stage, behaviour policy and how to help children to read. It is made clear to parents that they are encouraged to speak to teachers at any time during the year and this message is repeated in the staff handbook. The inspectors saw several informal conversations taking place at the beginning and end of the day and it is very apparent that parents feel very welcome to come into the school. Almost all parents come to the formal meetings with teachers in the autumn and spring terms to find out what their children will be doing and to discuss their progress. The annual report on progress is sent home in the summer term. This report provides a good summary of what the pupils know and can do in each subject or early learning goal. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.
49. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. Discussion with pupils showed that their parents actively encourage and help them at home. This includes work that is not set by the school and pupils can bring it to school to be shown in the classroom on a display set aside for the purpose. The positive attitudes of pupils reflect the extent to which parents encourage their children to respect the school and education process. Even so, some parents do not appreciate the extent to which taking their children on holiday in term time affects adversely their learning. The reading record books guide parents on how to help their children and the comments in the books show that parents are regularly involved. The Parents' association is very supportive arranging both fund raising and social events. Several parents, grandparents and other volunteers come to help in the classroom on a regular basis and many more are willing to help on trips out and other one-off activities.
50. The school's involvement with parents of pupils with special needs is good. Parents take a full part in the annual reviews of statements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Overall, the school is led well and managed effectively by the headteacher and senior staff. This is the maintenance of a strong feature from the last inspection. The head teacher was described last time as effective and this has been maintained.
52. The head teacher is hard-working, efficient and caring. She is aware of the areas for improvement in school and has shown in the period since the last inspection that she has a strong capacity to make improvements. A good example has been the focus on religious education, which has brought very good improvements. The reasons for these overall improvements are:
- early identification of shortcomings in pupils' reading skills;
 - the deployment of finance to acquire learning resources;
 - the development of procedures to judge pupils' attainment and record it.
- Senior staff are very supportive and bring a great deal of skill and expertise to their role. At present, the deputy head is working very hard with higher attaining pupils in Year 2 and also providing opportunities for subject coordinators to have time for

monitoring their subjects. These are appropriate activities and they are proving successful. They are good role models for colleagues, particularly the newly qualified teacher.

53. The delegation of management tasks is good and teachers respond well to the challenges. Particularly useful and impressive is the practice of drawing up detailed plans for improvement in their subjects. These plans are underpinned by useful reviews of standards and needs and realistic bids for resources.
54. The governing body fulfils its responsibilities well. Governors are keen, well-informed and wish to play an effective part in the life of the school. There is an active committee structure, particularly for finance, staffing and curriculum. These groups meet regularly. They are also willing to visit school during work time and this is usually focused on a specific area of interest, for example, the National Numeracy Strategy. They appreciate the work of the head teacher and key staff, particularly the willingness to provide them with options for their decision-making, for instance, in budget-setting.
55. The monitoring, evaluation and development of teaching are effective. This is clearly an area of good improvement since the last inspection. At present there are two main areas of checking activity:
- lesson observations;
 - scrutiny of pupils' work.
- Incorporated within these activities are regular and rigorous feedback for teachers and professional interviews. These have also provided a good foundation for the procedures to check the effectiveness of professional performance. However, further developments are needed to overcome the inconsistencies in practice relating to stretching the highest attaining pupils, particularly;
- in the expectations of pupils' writing;
 - the development and use of basic skills throughout the whole curriculum.
56. Planning for the development of the whole school is good. Appropriate targets are identified and priorities are clearly set out, for example, when devising the staff development programme to support initiatives. The first priority is to ensure that all activities are related to school improvement targets that are in the development plan, such as:
- information and communication technology;
 - the development of the skills of the management team;
 - child protection.

This is a good improvement on the findings of the last inspection because there is a longer-term strategy. Action taken has resolved the key issue highlighted then. There is a shared commitment and will to improve.

57. The very effective induction of new staff is a strength of the school. The newly qualified teachers have clearly benefited from the high quality mix of provision, such as:
- good mentoring by strong, experienced senior teachers;
 - opportunities to visit other classrooms and schools;
 - links with the local educational quality induction programme.
- These new teachers are appreciative of the support they receive and are already developing competence in the classroom. The school is rightly proud of its Investor in People Award, which is testimony to the high priority it places on all individuals in the school.
58. The leadership and management of provision for pupils with special educational needs are very good. There is a clear view that teachers are responsible for the learning of the pupils and extra time is given to them to develop the basic skills of pupils. This works effectively.
59. Overall, financial management is good. Educational priorities are developed well, for instance. The specific grants for the support of pupils with special educational needs and for developing teachers' expertise are used appropriately. Satisfactory arrangements are in place to obtain the best value in the purchasing of resources and services. The school is implementing the recommendations of the most recent local educational authority audit report. Given that the school is judged to be effective and the unit costs are average, the school gives good value for money, and this is a similar finding to the last inspection.
60. The match of teachers and support staff to the demands of the curriculum is good. Overall, the resources are good.
61. The accommodation is satisfactory and enhances teaching and learning. The classrooms are of a sufficient size and the staff work hard to provide very attractive displays of pupils' work and general information. Particular features are the good-sized library and hall, a medical room and the swimming pool and canteen. The playgrounds are used well during play and lunch times. Pupils and staff make efficient and effective use of the facilities available and there is good support from the premises staff in providing a clean, attractive and well-maintained environment. All of the school is accessible to people with physical disabilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To improve this effective school further , the governors, headteacher and staff should:
- raise the achievement of higher attaining pupils by:
 - providing many more opportunities for them to use their literacy and numeracy skills in more challenging activities throughout the curriculum;
 - reducing the use of prepared worksheets in lessons;
 - increasing the focus on investigative and experimental work in subjects such as science.(Paragraphs: 2, 3, 5, 6, 7, 21, 28, 55, 83, 91, 98)
 - take measures to restore attendance to an acceptable level. In particular the school should:
 - regularly monitor the attendance level throughout the year;
 - ensure that parents continue to be discouraged from taking their children on holiday during term time.(Paragraphs: 17,42, 49)
63. In addition to the key issues above, the following less important area for improvement should be considered for inclusion in the action plan:
- undertake a thoroughgoing review of the deployment of learning support assistants, so that their role can be made most effective.
(Paragraphs: 26, 84, 92)

In the current, detailed school development plan, the school has appropriately identified the development of writing in English, improved standards in mathematics and the review of opportunities for investigative science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

61

Number of discussions with staff, governors, other adults and pupils

40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	14	31	16	0	0	0
Percentage	0	23	51	26	0	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 one 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)	-	266
Number of full-time pupils known to be eligible for free school meals	-	24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	-	9
Number of pupils on the school's special educational needs register	-	21

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	52	38	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	47	50	49
	Girls	37	38	36
	Total	84	88	85
Percentage of pupils at NC level 2 or above	School	93 (93)	98 (94)	94 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	51	48	49
	Girls	38	36	37
	Total	89	84	86
Percentage of pupils at NC level 2 or above	School	99 (93)	93 (93)	96 (91)
	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	1
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	1
White	169
Any other minority ethnic group	0

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)	11.4
Number of pupils per qualified teacher	23.3
Average class size	29.6

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	295

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	2000/01
	£
Total income	559,148
Total expenditure	568,523
Expenditure per pupil	2,138
Balance brought forward from previous year	30,332

Recruitment of teachers

Number of teachers who left the school during the last two years	4.8
Number of teachers appointed to the school during the last two years	5.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	168

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	17	2	0	1
My child is making good progress in school.	61	33	1	0	5
Behaviour in the school is good.	61	35	1	0	3
My child gets the right amount of work to do at home.	40	48	7	1	5
The teaching is good.	70	27	0	0	2
I am kept well informed about how my child is getting on.	50	40	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	0	1
The school expects my child to work hard and achieve his or her best.	66	32	1	0	2
The school works closely with parents.	53	39	6	0	2
The school is well led and managed.	69	27	1	1	2
The school is helping my child become mature and responsible.	66	32	0	0	2
The school provides an interesting range of activities outside lessons.	24	35	8	2	32

Other issues raised by parents

A small number of parents at the meeting with inspectors and in written responses are concerned about the effect of the school's policy of inducting children into the reception class over several weeks in the autumn term. Inspectors find that this is having no detrimental effect on the children's standards.

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

64. Since the last inspection the provision for children has been maintained and is still good. This lays a secure foundation for future learning. There is a wide range of attainment on entry to the reception classes. Over recent years, entry standards have been below average in children's language and numeracy skills and in their personal and social development. The inspection shows that children are making good, and often very good, progress and many are now working at the expected levels. They are on course to achieve the early learning goals in all six areas of learning by the end of the Foundation Stage, that is, when they leave the reception classes. There are no differences in attainment between boys and girls and no children have been identified as having special educational needs for learning at this stage. The provision for a child with physical need is good and this is ensuring that he is taking part in all activities and making progress equal to other children.
65. Most children begin the Foundation Stage of their education in local nurseries or playgroups. They start school in the September or October of the year in which they are five. A few parents at the meeting with inspectors and who replied to the questionnaires were concerned about the effect of the school's policy of inducting children into the reception class over several weeks in the autumn term. The inspection confirms that the induction process over a period of weeks works well, giving staff time to get to know children individually and settle them into school routines. As a result children quickly begin to learn and achieve well. Parents are welcomed as partners in the education of their children and make a valuable contribution to their learning, particularly in the development of children's reading skills. The Foundation Stage is very well led and managed. Good links have been established with pre-school providers to enable staff to build on earlier attainment. Detailed planning ensures that the new early years curriculum is securely based on the nationally recommended six areas of learning for pre-school and reception children. The detailed plans for each term show what will be taught for each area of learning. Assessments made early in the year are used to plan work that matches the children's learning needs. The attainment and progress of the children are continuously assessed and monitored and the information gathered is used well to plan work that challenges and interests them. Fortnightly planning has clear objectives that match the learning needs of the children and this enables staff to focus their work on developing specific knowledge and skills. A theme for each half term provides a good link between areas of learning. Resources are good. They are used well to provide good learning activities and this contributes significantly to the good progress made by the time children leave the reception class. Classrooms provide bright and attractive learning environments. The use of the outdoor play area is well organised so that all classes have regular access for several sessions each week.
66. Overall, the quality of teaching is good, with some very good features. This is an improvement since the last inspection when a third of teaching was satisfactory. In half the lessons observed in this inspection teaching was very good, the vast majority of the rest of the lessons were good and the occasional lesson was satisfactory. Particular strengths are:
- the teaching of basic skills, especially for early literacy and mathematics;
 - well chosen activities, which enable children to learn well;

- the very good class management.

Teachers and assistants work very well together as a team to plan, teach and evaluate the children's learning. Staff know the children well and understand their needs. Consequently their achievements are good. Occasionally children spend too long in whole class sessions and support staff could sometimes be used more effectively to enable them to spend more time in smaller groups for direct teaching. There is a good balance between teacher directed learning and 'free choice' activities, which are structured well to allow children to learn through investigation and play.

Personal, social and emotional development.

67. Almost all children will reach or exceed expectations in this area because of the skilful teaching, very good provision and the high expectations of what they can achieve. Children already have positive attitudes to their learning. They enjoy coming to school and have formed very good relationships with the staff. In all classes children work happily with a good degree of independence and with increasing confidence. Many children are able to dress and undress themselves for physical education lessons without adult support. Routines are well established and children know what is expected of them. As a result of this their behaviour is good. Children's concentration in group and class sessions is good. They listen to each other and know how to take turns in speaking. Most children persevere and stay on task when working independently at a chosen activity. They are able to co-operate when, for example, they play together with construction kits or in the imaginative play areas and most willingly help to tidy up at the end of each session. Children enjoy the responsibility of being the class monitors for the day, taking the class register or giving out break-time drinks.
68. The quality of teaching is very good. Staff correctly place a high emphasis on personal and social development during the first term in order to facilitate learning in other areas. The provision of an ordered routine offers security to young children. Independence is developed in all classes by allowing children some choice in their activities. Activities without a teacher focus are structured well to allow children to learn independently. Expectations are high. For example, when changing for physical education lessons children are encouraged to have a go first, help each other and then ask an adult for help if needed. Staff use milk times and playtimes well to talk to the children informally, and this contributes to the very good relationships between staff and children. They listen to what children have to say and value their contributions. They are sensitive to the needs of the children and strive to increase their confidence and self-esteem. This was seen when a child new to the school arrived upset because her cat was lost. A nursery nurse took her on one side and listened sympathetically, comforting her. As a result the child soon settled down. Children are taught the school rules and why they are important. In a very good lesson role-play was used well to enable children to see what would happen if they were not kind to each other in the playground and this encouraged them to think about the impact of their action on others and about what makes a good friend.

Communication, language and literacy

69. By the end of the reception year almost all children will have achieved the early learning goals in this area. They have learned a wide range of action rhymes and enjoy performing them. Children have regular, daily opportunities to share their news and to talk about their experiences. Most interact well with each other, speaking confidently and taking turns in conversation. Children generally speak clearly in sentences and some have a wide vocabulary for their age. They enjoy listening to stories and sit attentively for an appropriate length of time. Children are

developing their early reading skills. They know the format of a story and recognise that print has meaning. Some children can recognise rhyming words and repeating patterns. Higher attaining children are beginning to read simple text. They have a small sight vocabulary of known words and they attempt to make sense of unknown words using initial sounds and picture clues. Average and some lower attaining children can explain what is happening in stories read to them and use pictures to predict what might happen next. They 'read' stories to adults by using the pictures, sometimes using story language. They are beginning to learn the sounds of letters and many recognise the initial sound of their own name. Early writing skills are developing although a number of children have not had pre-school experiences of mark making to represent writing and are now reluctant to have a go. Other children confidently make marks, some incorporating correct letter symbols, and 'read' what they have written.

70. The quality of teaching is good overall and has a positive impact on standards. Opportunities are given each day for children to share their news and talk about their experiences and well structured activities are planned specifically to develop speaking and listening skills. For example children in a group took turns to describe an object in a 'mystery' bag which other children had to identify from a group of objects. Skilful questioning by the teacher enabled children to develop their vocabulary, using words such as hard, rough and bendy. Role-play is used well to develop spoken language. When children played in the home corner they dressed up as characters from the reading scheme and took on their role. As children learn through play and investigation they are actively encouraged to talk about what they are doing. The basic skills of reading are very well taught and this enables children to achieve well. Children are introduced to a wide range of books. When reading 'Big Books' staff point to words as they read and emphasise that words carry meaning. Letter sounds are being taught and this is reinforced in activities such as matching objects to their initial sounds. Higher attaining children are taught to sound out simple words. Reading and storybooks are taken home daily to share with parents and this has a good impact on standards in reading. Children are encouraged to use their early writing skills to share their news. Relevant use of praise rewards children for what they have achieved and gives them the confidence to 'have a go' independently. In a very good lesson the teacher listened as the children 'read' back their news, She then wrote a question and read it to them. This encouraged them to write more and gave a reason for writing. Free choice opportunities are always available for writing. However more children could be encouraged to use it by linking it to the weekly theme to give a purpose. Activities are provided to trace over lines and circles in preparation for the more formal teaching of handwriting. Unlike their creative efforts, however, there are no displays of children's writing to show that it is important and valued.

Mathematical development

71. Almost all children will have reached the early learning goals by the end of the school year. Through well planned practical activities children are developing an understanding of number, pattern, shape and measurement. Most children can count correctly to ten and some to twenty or higher. Children regularly count the number staying for lunch. one child estimated that eight children were standing in the 'hot lunch' group. She correctly counted nine and realised that it was one more. Some children realised that the 'packed lunch' line would be longest because twenty-two was more than nine. Some higher attaining children can consistently add small numbers of objects together correctly. one child playing in the farm worked out mentally that the two pigs and three sheep made five, whilst another child had to start counting each time more animals were added to the set. The good use of sand and water play successfully increases the children's understanding of

capacity. Many children can thread beads to make a simple repeating pattern. Almost all children are able to order three teddy bears in size using a computer program and understand the meaning of 'big' and 'little' in this context.

72. Teaching is good and children achieve well. The National Numeracy Strategy is beginning to be introduced gradually and it is used to plan a wide range of structured and unstructured learning activities to extend children's understanding of different mathematical concepts. Teachers make use of every opportunity to count, to recognise numerals and to introduce simple addition and subtraction. Number songs and rhymes are used frequently for this purpose. When singing and acting out 'Five little speckled frogs' children used their fingers to count how many were left. Activities are well chosen for interest. Children enjoyed hanging apples on a tree and choosing the correct numeral to match the number of apples.

Knowledge and understanding of the world.

73. Children are developing a sound understanding of the world around them and almost all will have reached the standards expected in most schools. Their natural curiosity is nurtured by effective teaching which gives opportunities for children to explore the natural and man-made environment. Children have walked around school to look for signs of autumn. They have examined leaves through magnifiers and made a good attempt to draw and paint them. Many children know the names of a range of materials such as wood, plastic and metal and are beginning to find out about their properties. They know the house of the third little pig was the strongest because it was built of brick. One child explained how she had bonded Lego bricks to make her house strong. Children enjoy using large and small construction toys to build recognisable structures and vehicles. Most are able to cut out and stick shapes independently. Children use computers regularly and have drawn and painted pictures using the mouse confidently.

74. The good teaching and the provision of a wide range of stimulating activities enable children to achieve well. They made very good progress in learning about materials in a lesson where they used their experiences to think of strong and weak materials. The teacher made good use of a chair to show the strength of plastic and metal. There is a good balance of teacher directed and play situations and staff use questions effectively to encourage children to talk about their experiences and discoveries. Outdoor play was used effectively in one session to enable children to create a road with a crossing point and traffic lights to encourage children to think about road safety. Story times and odd moments are used well to extend children's knowledge and understanding. A story about a dragon's nest was used to discuss which materials might be best to make a suitable place for the egg to be hatched.

Physical development

75. All children are on course to reach the standards expected for this area of learning by the time they are ready to start in Year 1. Children in all classes have regular physical education lessons, including the use of gymnastic apparatus. They worked with good coordination and control in lessons, showing a good awareness of space as they walked 'heavily' or on tiptoes, or 'swept up leaves.' They moved easily from one movement to another and showed great enjoyment as they skipped through the 'leaves.' Some children understand that exercise makes their heart beat faster. In the playground children confidently ride tricycles and manoeuvre other wheeled vehicles with good regard to others. Finer physical skills are developing well. Some children show good control of scissors when taking part in cutting and sticking activities and they are learning to hold pencils and paintbrushes correctly.

76. The quality of teaching in physical education lessons was good and children are achieving well. Warm up activities help children to recognise changes to their bodies as they exercise. Clear explanations enable children to move in different ways successfully. Class management is good and children listen and behave well. This has a positive effect on their learning. There are regular opportunities in outdoor play sessions for children to ride tricycles and to control wheeled toys. Activities in the classroom are well chosen to develop fine physical skills and children are taught to hold and use pencils, paintbrushes and scissors correctly.

Creative development

77. Most children will achieve the levels expected in this area of learning. The good provision enables them to express their feelings through exploring a range of media and materials, music and movement and through imaginative play. Children paint imaginatively and know the effects that different types of brushes can make. They used colours and brushstrokes to good effect when recreating a section of a Van Gogh painting. They have explored a variety of materials to make collages. Children know a wide range of songs and rhymes and sing together with enjoyment. Their response to music and rhythm is good. By singing, clapping and playing instruments they are developing an understanding of sound, rhythm and pattern. Children play together imaginatively. A group of children set up a road system outdoors and enjoyed taking on the roles of 'lollipop' person, police officer, drivers and pedestrians.
78. The teaching of creative development is good and children make good gains in their learning because of this. Detailed planning ensures that a wide range of stimulating activities is provided to help children learn whilst they explore and create. A very good lesson enabled children to respond creatively to an artist's work. The strong subject knowledge and enthusiasm of the teacher and the well chosen painting 'The Garden at Arles' by Van Gogh enabled children to discuss simply what they could see. The children became very involved as the teacher began to paint a section, offering her advice on the colours and brushes to be used. In a lovely moment a child commented. 'That looks better!' demonstrating the excellent relationships between staff and children. Role-play areas are set up for each topic and staff structure them well to develop imaginative play.

ENGLISH

79. Overall, inspection findings are that standards in English are similar to those at the last inspection, and are average for the typical seven-year-old. Results in the 2001 national tests show that standards in reading and writing were above those found nationally and compared to similar schools. A concern in the last report was the lack of opportunities for pupils to write for a range of audiences and across a wide range of topics. This is still the case and most particularly with regard to higher attaining pupils. The evidence of the results in 2000 is that the proportion of pupils achieving the higher Level 3 has been maintained compared to all schools nationally. Results in writing were close to the national average. Test results fell in 2001, mainly because of the low levels of above average attainment. However, over the last five years results have been consistently above the national trend. There is no significant difference between girls' and boys' standards. Inspection findings are that standards are rising in reading, particularly for the higher attaining pupils. This is because the school has implemented the National Literacy Strategy effectively. Pupils have a good grasp of basic skills, but higher attainers are not sufficiently challenged in writing, particularly in the breadth of opportunities across the curriculum.

80. When children enter the school they have below average skills in speaking, listening, reading and writing. Overall, pupils achieve very well in reading and satisfactorily in writing. Pupils with special educational needs make good progress in relation to their prior learning.
81. By the age of seven, pupils' speaking and listening skills are above expectations and these standards reflect the 2001 teacher assessments. Teachers provide good opportunities for pupils to reflect on their views. For example, in a Year 2 library lesson, pupils listened well to the teacher talking about their books and then they had to feed back the information about their books to the class. All pupils listened carefully to questions from the teacher and most were challenged. The classteacher noted down the comments and this approach has a positive effect on pupils' good attitudes to reading. The pupils enjoyed this activity and it clearly is a major boost for their self-esteem as readers. There are good links here with personal development. Higher attaining pupils provide the listener with additional detail whilst speaking confidently at some length.
82. Given the below average reading standards on entry to the school, the pupils achieve very well to attain above average standards by the time they are seven. All pupils have good basic skills; for instance, they know their letter sounds well and this provides them with the necessary tools to tackle unfamiliar words successfully. One average attaining pupil illustrated this amply by sounding out the word 'television'. All pupils have good attitudes to reading. Higher attaining pupils read very fluently, accurately and with good understanding. The vast majority of seven-year-olds can talk about the plot and characters in a range of books and some can name their favourite authors and give reasons for the choice. The majority of pupils read expressively and pay close attention to punctuation, to give structure to their reading. Again, higher attaining pupils are highly expressive readers, and they provide plenty of detail when making predictions about the way that the story will be going. Most pupils in Year 2 have satisfactory skills, knowledge and understanding of the workings of a library, most particularly when using an alphabetical book classification. A significant minority know what the contents and index pages of a book are for.
83. Standards in writing seen during the inspection are close to the expected levels for this early part of the year. This is satisfactory achievement for the majority of pupils. However, there is room for the higher attainers to achieve more. By the age of seven, the majority of higher attaining pupils are writing well. They have legible, consistent, neat and printed handwriting and the majority are ready to join-up their handwriting. Their use of grammar is good. They invariably write interesting stories, using language that is illustrative and helpful to the reader. However, the standards are not as high as they might be, because :
- expectations do not fully stretch the highest attaining pupils;
 - of insufficient employment of the good basic skills in a wide range of subjects.
- Nevertheless, for the higher attaining pupils there is a satisfactory balance between the completion of exercises and more independent work focussed on English in literacy lessons. The majority of pupils spell accurately and although the lower attainers have weaknesses such as spelling, they are improving. Their writing is extended on occasion, but sentences are difficult to demarcate because capital letters and full stops are not always used accurately.
84. Teaching and learning are good, overall. Three in ten lessons were very good; three were good and four lessons were satisfactory. Teachers have better skills,

knowledge and understanding in the teaching of basic skills than they have in the providing of opportunities to use those skills in a broader way across the whole curriculum. Consequently, pupils achieve more in these aspects. This inconsistency in the use of good basic skills is reflected in pupils' written work, and is responsible for pupils achieving less well in writing in national tests than they ought to do. Across the school, planning is coherent and detailed. In the better lessons, pupils are clear about the standards expected of them. Where the teaching is very good, the pace of the lesson is very brisk. Planning and pupil management are strong and these attributes ensure good achievement for pupils, particularly in the basic skills of handwriting, spelling and punctuation. Learning support assistants provide good support for pupils with special educational needs. However, there are periods in lessons, usually at the start of the lesson, when they are under-employed through no fault of their own. This needs to be the focus of review so that their whole time is gainfully used.

85. Management is satisfactory. The literacy co-ordinator has a sound grasp of standards and is aware of the areas for improvement, for example:
- low expectations in writing for higher attainers;
 - overuse of prepared worksheets.

These conclusions are accurate, having been arrived at through classroom observations, checking teachers' planning and scrutinising pupils' books. Overall, procedures to judge pupils' attainment are satisfactory, and most teachers use the information satisfactorily to match work to individuals and groups of pupils. In a minority of cases the use of these judgements are unsatisfactory, for instance the setting of appropriate challenges in other subjects for using these good basic skills. The school has a clear policy and a scheme of work that promotes consistency in teachers' planning and a generally wide range of opportunities for pupils to develop strong basic skills. Overall, resources are good. Statutory requirements are met.

MATHEMATICS

86. Standards of attainment of pupils in number, algebra, space, shape and measures, by the age of seven, are in line with the national average. Standards could be improved by further raising the achievements of the higher attaining pupils.
87. The national test results for 2000 indicate that pupils were above the national average but in line with schools with a similar intake. The results for 2001 show that 94 per cent of pupils achieved at Level 2 or above; this broadly matched the expectations of the teachers in their assessments. Test results from 2001, indicate that pupils who attain at the lower levels make good progress. However, whilst some pupils achieve higher levels, more should do so.
88. There has been a good improvement in standards over the past three years. The improvement in the attainment of boys is most marked. This was achieved by improving the reading and writing of boys so that they had better comprehension of written numerical problems. The overall improvement is due to the consistent and high standard of the teaching. Pupils with special educational needs attain standards which match those expected from their educational plans. Since the last inspection, improvements have been made with the introduction of the National Numeracy Strategy. Generally, there is accurate matching of work to individual pupils of differing abilities, however, on occasions this is insufficient to challenge the abilities of the higher attaining pupils. For example, there is evidence in the scrutiny of pupils' work of commercial worksheets being used to consolidate knowledge and understanding rather than stretching pupils further. The opportunities for using the mathematical knowledge of pupils in other subjects are not sufficiently planned for.

89. By the age of seven, pupils can count to 100, know combinations of numbers up to 10 and they plan and identify sequences of numbers with the differences of 2, 4 and 5. The higher attainers recognise sequences involving six and seven. They begin to solve two stage problems using number, first counting in pairs and then adding a monetary value to the pairs. Pupils can identify two and three-dimensional shapes and can identify the symmetry of simple and irregular shapes. In Year 1 pupils count confidently from zero to 50 and they are beginning to count on 10 from a given number. Higher attaining pupils can add numbers with two digits. They do so mentally but also using information and communication technology.
90. The quality of teaching and learning is good. Two-thirds of the teaching is good and better, one third is satisfactory and there is no unsatisfactory teaching. Teachers plan effectively together. This gives them confidence in their subject knowledge and establishes clear expectations for pupils. The consistent approach to teaching and learning helps to establish the calm, friendly and positive relationships between teachers and their pupils. Pupils' learning is good because teachers manage pupils and organise their learning effectively. Good, consistent routines are established so that teachers set high standards of behaviour and pupils know clearly what is expected of them. Teachers know their pupils well and effectively address the needs of most individual pupils. This is achieved more successfully with the lower attaining pupils and those with special educational needs. Good use is made to deploy teaching assistants to help pupils, usually lower attaining pupils or those supported by statements of special educational needs. On occasions, assistants are used to provide challenge for higher attaining pupils.
91. However, the challenge provided for higher attaining pupils is insufficient. This is evident in some mental sessions observed when higher attaining pupils with the correct answers were overlooked until other pupils had worked out the solutions. Sometimes opportunities are lost for pupils to develop their spoken language by explaining their work. Occasionally, the teacher will explain what a pupil has done rather than allowing him/her to speak for themselves. Higher attaining pupils complete exercises quickly and correctly, and are not sufficiently challenged. The large number of worksheets used means pupils consolidate rather than deepen their knowledge.
92. The quality of learning is good. Pupils enjoy their lessons and have good relationships with their teachers and other pupils. They co-operate well with each other. Pupils work constructively individually and in groups. All pupils are clear about the standards expected of them in social behaviour. This is generally effective for the lower attaining pupils and those with special educational needs. However, the deployment of teaching assistants could be improved to meet the needs for the higher attaining pupils.
93. Teachers are familiar with the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is firmly established and planning is good, as it is matched to the ability levels of most pupils. The ability of pupils to use information and communications technology to develop their mathematical knowledge is satisfactory. Good examples of using numeracy in other subjects are:
- graphs in information and communication technology;
 - in history: the development and use of timelines;
 - in science: measuring distances in experiments on sound.
94. Teachers know their pupils well. The regular assessments made contribute to this. Good use is made of this information to change the learning opportunities so that

they match more closely the needs of individual pupils. This is particularly evident in the progress made by the lower attaining pupils. Higher attaining pupils are identified but work is less closely matched to their needs.

95. The co-ordination of the subject is good. The co-ordinator analyses information collected on pupils' achievements effectively. This is used to set standards and target resources to improve learning. This is evident in the improvement of performance of boys. The co-ordinator has a clear view of the strengths and weaknesses of the existing provision and has planned strategies to improve the opportunities for the higher attainers.

SCIENCE

96. The 2000 teacher assessments of the attainment of seven year olds shows that the percentage of pupils reaching and exceeding the national expected level was above that of most schools across the country. Results for 2001 show a further rise in the number of pupils exceeding expectations. The inspection shows that standards attained by present Year 2 pupils are also above average. This is a good improvement since the previous inspection when pupils' attainment was satisfactory. Pupils achieve well during their time in school, including those with special educational needs.
97. By the age of seven pupils show good scientific understanding in all aspects they have been taught. Earlier this term they have studied life processes and living things. Pupils talk confidently about animal habitats. They know in simple terms the function of parts of the body, including the skeleton and explain how exercise and sensible eating keep humans healthy. Present Year 2 pupils can explain, with prompting, how to make a test fair.
98. Overall, the quality of teaching is good. In both year groups the lessons seen were introducing new topics. Good teaching in Year 2 resulted in almost all pupils becoming confident in identifying appliances using electricity and sorting them into battery or mains powered. Lessons were well planned with well-chosen activities to achieve learning objectives. These were shared with the pupils so they knew what they should achieve. Skilful questioning was used to find out what the pupils already knew and understood so that this could be extended. Teachers showed secure subject knowledge and this enabled pupils to begin to develop an understanding of electricity as a source of power. Good use was made of simple reference books to give information. In one lesson good demonstration enhanced learning. For example the teacher plugged in the hair dryer to show how electricity could provide the power both to turn the fan and heat the air. Battery powered appliances were used to extend pupils' understanding from 'the battery makes it work' to 'the electricity in the battery makes it work'. Occasionally, there are shortcomings in some teachers' understanding of the use of investigations to support pupils' learning. This limits the quality of teaching and learning to satisfactory. In two of the three Year 1 classes teachers missed the opportunity to develop pupils' understanding of light sources through first hand experiences and investigation. For example, in one class the teacher accepted the reply that a switch made the torch light. The opportunity was missed to develop understanding further by opening the torch and trying to use it with and without batteries. However, the use of a well-chosen 'Big Book' on light at the end of the session supported and extended the pupils' learning through simple explanations and effective pictures.

99. Learning support assistants were used well in all classes to support lower attaining pupils and enable them to achieve at the same rate as others. Pupils' attitudes to learning are always good or better and have a positive effect on their achievement.
100. Literacy Skills are reinforced satisfactorily in science through the use of texts and when pupils record their own work. Teachers use the correct scientific vocabulary. Numeracy skills are used in taking measurements and in recording results in tables and charts. Use is made of CD ROMs, for example, to support work on light and there is good evidence of the use of information and communication technology to record results.
101. Management of the subject is good. The co-ordinator has correctly identified the development of investigative skills as the weakest aspect and the action plan indicates that planning and procedures are to be reviewed to strengthen this area. An analysis of results at the end of Year 2 revealed that the percentage of boys who achieved higher levels was greater than that for girls. As a result teachers are now checking progress by gender, ensuring that activities are equally relevant for boys and girls. Teaching and learning are monitored by the co-ordinator by lesson observation and by checking completed work. Overall, procedures to judge pupils' attainment are satisfactory and they are mainly carried out at the end of each half-termly topic and annotated by the teachers to show the level of pupils' understanding. These are passed on each year. The systems to check pupils' development of skills have been discontinued this year and the coordinator has rightly identified this as a further priority for future development. There is a good range of resources to support the subject.

ART AND DESIGN

102. Standards attained by seven year olds matches the standards attained by pupils of a similar age nationally and all pupils are making satisfactory progress.
103. By the age of seven pupils have worked with a range of media. Observational drawing features regularly in all classes and pupils are encouraged to look closely at the world around them. Self-portraits in Year 1 show good attention to detail in facial features. Drawings of fruit show that pupils are beginning to explore light and shadows by shading. They have experimented with pencil techniques to create a feeling of texture. Pupils were able to convey movement in a rough sea by using colour and different brush strokes effectively. Computer generated paintings show an understanding of hot and cold colours. In Year 2 pupils continue to experiment with drawing techniques, colour, texture and pattern. Their observational drawings show development in detail. Their knowledge of colour-mixing was used to good effect in paintings of rockets blasting off, using shades and tones to create the fire. Pupils study a good range of artists' work and this has developed their understanding of techniques. For example some pupils made good attempts at Pointillism after looking at Seurat's work, showing how dots of two colours close together are perceived by the eye as a third colour at a distance. There is no evidence of working in three dimensions although all pupils have worked with clay.
104. The quality of the teaching is good. In both lessons pupils were learning to identify and use hot and cold colours, and activities were well chosen to achieve the objective. Good use was made of well-selected paintings by Holbein and Gauguin and these enabled pupils to identify colours which expressed warmth or coldness. Their understanding was further developed by overlapping a painting of Van Gogh with acetate. Pupils were encouraged to discuss the colour and feel of the picture. As a result pupils were able to show their understanding in their paintings and

drawings through their own use of colour. Pupils clearly enjoy lessons. Relations between pupils and teachers are good and there is a buzz of purposeful activity as pupils work. The levels of concentration and perseverance of most pupils have a positive affect on their learning. Teachers in all classes make good use of computer programs to develop pupils' painting and drawing skills. Teaching makes a good contribution to pupils' spiritual and cultural development. Pupils have many opportunities to study art from western and other cultures and it is used well to stimulate learning.

105. A new scheme of work has been in place since September 2000. Pupils are now receiving a wider curriculum with opportunities to investigate, explore ideas and evaluate their own work. The scheme offers good guidance to teachers and enables skills and techniques to be developed systematically. There is a wide range of resources to support the scheme. There are good systems now in place to assess pupils' learning but it is too early to see the effect. Good liaison between the present and previous co-ordinator has ensured that the subject is well managed. The new co-ordinator is an enthusiastic specialist who is keen to develop her management role through relevant training. She checks standards from class samples of work, as well as teachers' planning and is beginning to check the quality of teaching this term. The improvement plan identifies relevant action to raise standards. This includes further training for teachers as well as a review of planning and of the use of assessment.

DESIGN AND TECHNOLOGY

106. Standards are in line with those expected for pupils by the age of seven and achievement is satisfactory. These findings are similar to those of the last inspection.
107. Although no work has been kept from last year, planning notes indicate that pupils are taught the full design and technology process from an early age. This term pupils in Year 1 have looked closely at the wheels and axles of toy vehicles to investigate how they move. They then chose from a variety of construction kits to make their own moving models. This idea was then developed into designing and making models, which would carry a load of five cubes. Pupils' designs were clear and well labelled and pupils made sound attempts at using these when making their models. Year 2 pupils investigate movement in toy figures. After being shown a wooden policeman with moving arms and legs worked by leverage, they disassembled and reassembled models with mechanisms for movement. As a result they begin to understand how levers work to create movement. Most pupils were able to design a two-dimensional animal which incorporated at least one lever.
108. The quality of teaching in both lessons is good. Lessons were well planned with clear objectives so that the pupils knew what they had to achieve. The initial stimulus of an old fashioned wooden toy gained their interest and they wanted to find out how the other toys worked. Well-prepared and sufficient resources allowed pupils to work in pairs to investigate movement closely and this increased their knowledge and understanding. The good challenge enabled higher attaining pupils to design models using more than one lever. Teachers and learning support assistants provided good support as pupils worked and this ensured that they all achieved well at their own level. The very good relationship between staff and pupils generated a positive working atmosphere. An opportunity was lost at the end of one lesson for a pupil to explain her design and how it would work. Pupils clearly enjoy their lessons and work with concentration and this has a positive effect on their

learning. They are developing good co-operative skills from working together in pairs.

109. The co-ordinator has recently taken over the role after a period of six months without leadership in the subject. Management of the subject is now improving. There are good systems in place to assess pupils' learning. The evaluation of the fortnightly planning has begun and there is evidence to show that in one year group this has enabled extra effort to be targeted at developing scissor skills for some pupils. The co-ordinator teaches the subject in all Year 1 classes and is soon to begin to check the quality of teaching in Year 2. The action plan for the subject indicates that training needs will be identified from this and time has been allowed.

GEOGRAPHY

110. Standards of attainment of pupils by the age of seven are in line with those expected of pupils of a similar age. No direct teaching of geography was observed during the inspection and the judgement is based on teachers' planning, a scrutiny of pupils' work, and displays of pupils' work. The overall satisfactory standards have been maintained since the last inspection.
111. The quality of learning is satisfactory. Teachers' plans are good and support effective teaching of knowledge and skills. Pupils' work is well presented and pupils are required to develop the idea of decision making in 'Designing litter machines' or 'What features would you like to see in the street?'. Pupils have the opportunity to use information and communication technology in analysing data from surveys they have made.
112. By the age of seven have built upon their knowledge of place. They use maps of their locality and identify places on maps of the British Isles and the World. They recognise that symbols can be used to represent features on maps. They are familiar with some geographical terms – such as, forest, bridge and village - and can begin to see the differences people encounter living in countries of the world. Pupils compare their own locality with that of an island - one off the Scottish mainland. In Year 1 pupils follow the travels, both imaginary and real of a toy bear so that they become familiar with different localities and climates. They gain knowledge of the means of travel. In Year 2 pupils begin to distinguish between natural and man-made features of the environment. Pupils are interested in and enjoy their learning.
113. Learning is supported by a series of visits in which pupils can develop their fieldwork skills, although two out of the three of those planned during 2001 did not take place because of foot and mouth restrictions. Pupils have sufficient access to maps, globes and textbooks so that they can become familiar with them. Teachers have guidance as to standards expected of pupils, but these are not used sufficiently to provide activities that will challenge individual pupils especially at the higher levels of attainment.
114. The leadership of the subject is good. The co-ordinator uses teachers' planning and the monitoring of the quality of teaching effectively to ensure that standards are maintained.

HISTORY

115. The standards of attainment of pupils by the age of seven are in line with those expected of pupils of a similar age. Only one lesson was observed during the inspection and the judgement is based upon this and a scrutiny of pupils' work, displays and planning by the teachers. The standards of attainment are due to the careful planning which supports effective teaching. Overall, improvement since the last inspection is satisfactory, as standards have been maintained.
116. By the age of seven pupils know the reasons for the Gunpowder Plot in 1605. They understand some of the reasons why Guy Fawkes acted as he did and they begin to ask questions, which increase their understanding of motive and events. In Year 1 pupils develop an understanding of time in arranging generations of their families. They experience toys from the past and compare them. They understand that people now and in the past took seaside holidays and that some features change and others remain the same. In Year 2, they understand that Florence Nightingale and Mary Seacole changed the way in which people regarded nurses and hospitals. They use contemporary written evidence in their study of the Great Fire of London and are able to sequence events over short and longer periods. In Year 2, they are beginning to use time-lines to map changes over time.
117. The quality of teaching and learning is satisfactory overall. Occasionally it is very good. Teachers have high expectations and challenge pupils to ask questions which enable pupils to understand motives as well as events. Through questioning, they understand the motives of Guy Fawkes, as a catholic, at odds with a Protestant King James. Teachers make good use of written stories and accounts, and of the oral contributions made by pupils. Teachers manage pupils well and so classrooms are positive and friendly places where the pupils can be confident about their learning. Pupils enjoy their learning. They are all, including those with special educational needs, interested and involved in lessons.
118. The leadership of the subject is good. The experienced co-ordinator is new to the post, but has already introduced a number of short units - on 'The Gunpowder Plot', "Remembrance Day" - which allow pupils to relate historical events to their present lives. These units are planned to enable teachers to develop the pupils' use of evidence, chronology, their knowledge and understanding and research skills. Whilst the planning of lessons indicates that teachers have generally high expectations of their pupils, the lack of information about individual pupils' levels of attainment means that they are not planning to match work to individual pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. By the age of seven, pupils are achieving standards similar to those found nationally. This is in line with the judgement at the last inspection. However, there have been satisfactory developments since the last inspection. This improvement is largely due to:
- the teachers' increased knowledge and expertise, most particularly as a result of the recent government-sponsored training;
 - the implementation of the new national guidelines for the systematic teaching of skills and these have usefully been broken down into learning objectives for each year;
 - more computers and appropriate programs, including a roamer for control technology and individual desktop personal computers;

- developments in management, most particularly the checking of teaching quality and pupils' standards through collecting pieces of their work and judging their levels of attainment;
- the increased use of information and communication technology to support other subject areas, for instance, art and literacy.

Pupils with special educational needs make satisfactory progress in relation to their prior learning.

120. By the age of seven, pupils, including those with special educational needs, are confident, competent and enthusiastic when using information and communication technology. Unassisted, most are able to switch on, select from menus and toolbars, save their work to floppy disk, and exit a programme. Teachers pay appropriate attention to developing literacy and numeracy skills and pupils follow detailed written instructions on how to use the delete button and the spell and grammar checks. They make selections about size and font when word processing and many understand how to print their work.

121. Overall, teaching is satisfactory. Most teachers have good subject knowledge and systematically plan the teaching of skills to enable the pupils to work independently on the equipment. Their techniques to demonstrate to and involve, a whole class in the use of these skills are satisfactory. For example, in a Year 2 lesson, the teacher demonstrated successfully:

- the use of the mouse to delete words;
- how to check the size of the text.

Frequently, skills are re-taught, as and when pupils get their turn on the computer. Enthusiasm, understanding and the reinforcement of knowledge and skills underpin the achievements of pupils. As a result, all pupils are attentive and they are most keen and willing to volunteer suggestions on how to do things, for example, how to change a colour when using an art program. The teachers' questioning skills to judge understanding and learning and their ability to manage the pupils are satisfactory.

122. Year 1 pupils make sound progress and information and communication technology is used appropriately to support other subject areas. Good examples of work were seen in all classes and by pupils of all abilities, including those with special educational needs. This work includes word processing to write simple sentences, rhymes, and short stories and creating pictures. Pupils are often working independently on the computers using appropriate programs selected by the teacher.

123. Management is good. The coordinator is continuing to work hard to improve standards and sees information and communication technology as a high priority, and this is reflected in the place it has been allocated in the school improvement plan. There is an increasing interest and enthusiasm amongst the staff. The coordinator is increasingly using annual reviews of standards and resources to make recommendations to senior management for funding. Areas for development are identified through regular checking of teaching quality and teachers' planning. For example, a review of Year 2 weekly plans in January 2001, showed that there was no evidence of information and communication technology within the mathematics plans. This was resolved satisfactorily by the coordinator meeting the Year 2 teachers and then checking the planning in the autumn term. There is a systematic recording of pupils' individual progress.

MUSIC

124. Standards of attainment of seven year olds are above what might be expected and have been maintained since the last inspection.
125. Pupils enjoy singing. At the beginning of an assembly they listened to the theme tune from the film 'Titanic' and many quietly joined in with the lyrics as they waited, clearly enjoying the experience. Singing in assembly is tuneful and pupils have clear diction. By the age of seven pupils know the names of a variety of tuned and untuned instruments and can hold and play them correctly. They use coloured 'multi-link' cubes as different time values to build up time patterns, which they can clap. In Year 2 lessons pupils were able to experiment with instruments to create a suitable introduction for a piece of music they had previously composed, 'Blue Shines the Sea'. One girl in particular used her beaters well to slide up, down and around the notes to create a moving water effect very successfully on the xylophone. Pupils hear a good range of music from western and other cultures at the beginning and end of assemblies and in lessons. As a result they are starting to recognise different composers and types of music.
126. Overall, the quality of teaching is good. A music specialist teaches singing, composition and performing to each class for half an hour each week. She has very good subject knowledge. Her enthusiasm and well-chosen activities lead to satisfactory and often good consolidation of previous work. The attitudes to learning and behaviour of most of the pupils are good and contribute significantly to their learning. Learning was good in Year 2 lessons when pupils composed an introduction to their piece. Good teaching points were made to enable pupils to improve their performance, for example when experimenting with a tambourine to discover the sounds they could make. Year 2 pupils were also set a good challenge to use cubes to build time patterns for 'Baa Baa Black Sheep'. However, there are areas for improvement that make some teaching less effective than the very good standard judged at the previous inspection. Factors contributing to this adjustment in the teaching judgement include too much being attempted in each lesson as well as the decision not to have teachers participating in music making with their classes. As a result class management is not always secure. Some pupils become restless and lose concentration as different activities are set up. In a few classes a minority of pupils continue to play their instruments when asked not to.
127. Management of the subject is at present satisfactory; the present co-ordinator has recently taken on the subject after a term without a subject leader. Time has been allowed for her to check the quality of teaching in Year 2 as well as her own Year 1 class. Judgements of pupils' progress are recorded informally and used to make an end of term statement about each pupil but is not used to develop individual skills. There is a good range of instruments, as well as CDs to listen to music. The area used in classrooms for music lessons is not spacious enough to enable practical activities to take place with ease and this affects the smooth running of lessons. Some use has recently been made of a computer program for composition. Music makes a good contribution to the pupils' spiritual, social and cultural development. Each year every pupil performs for parents in Christmas and summer concerts and pupils in Year 2 perform at local festivals.

PHYSICAL EDUCATION

128. Due to timetable restrictions, it was possible to see only a part of the school's programme: dance and gymnastics. Consequently, it is not possible to make a secure judgement about attainment. Pupils with special educational needs make good progress in relation to their prior standards and specific needs.
129. Records were used to check on progress in swimming. The planning shows an appropriate development of tasks and skills from reception through to Year 2 and extra provision is available for non-swimmers in Year 2, but there are few by the October half-term. Records show that most pupils swim at least 25 metres by the age of seven, and that a good proportion of these can swim even further. The school benefits from having an outdoor swimming pool on site that is shared with the junior school. The pool is used extensively until the autumn half-term.
130. By the age of seven, pupils' gymnastic skills are good. They move and balance well on the floor. Pupils are developing sequences of movements well. They work satisfactorily with their partners and sensitively criticise each other's work. In dance, pupils are good at interpreting the music because they are adept at using space and displaying agility. Most pupils move well and enjoy the more intricate aspects, such as hand / arm movements in time to the music. Pupils with special educational needs, including those with statements for physical disability are given plenty of individual support and, because of this, they make good progress. Overall, pupils clearly enjoy their lessons and listen to and follow instructions well. They are highly supportive of their peers.
131. Overall, the quality of teaching is satisfactory. Of the four lessons observed, one was good and the rest were satisfactory. The strengths were:
- good planning and clear instructions that led pupils to work hard; enthusiastically and independently;
 - a challenging warm-up which ensured that pupils engaged in vigorous activity;
 - good management and control that emphasised safe practices and efficient use of time;
 - good development in skills teaching, particularly in relation to appropriate teaching points from the teacher, that assist a pupil or demonstrate a skill.

In the satisfactory lessons, teachers employ some of the above strengths and these attributes outweigh the shortcomings. In general, lessons are adequately structured and teachers have satisfactory management and control. The pace of lessons is adequate. Teachers use pupils effectively to demonstrate good practice.

132. Overall, management of the subject is good. The coordinator adequately checks teaching and planning. Staff in-service training is satisfactory. Consequently, provision is at the expected level, consistent and improving. The staff who support pupils with special educational needs are effective and appropriately deployed. Resources are good.

RELIGIOUS EDUCATION

133. The attainment of pupils by the age of seven is in line with the expectations of the locally agreed syllabus. Although only one lesson was observed during the inspection, the judgement is based on a scrutiny of pupils' work, displays and the good quality of planning by teachers.

134. There has been good improvement since the last inspection. The planning by teachers now meets that required by the locally agreed syllabus. Coverage of the syllabus is now ensured, as is the development of pupils' religious understanding. Care has been taken to give pupils a wider view of religious belief through the study and celebrations of religions other than Christianity. Pupils are given the opportunity to reflect upon their beliefs and those of others.
135. By the age of seven pupils know the Christian stories of Creation, Joseph and David and Goliath and can understand their significance. They recognise the features of a Christian Church and recognise the celebrations of some other world religions. They know that religions have sacred books through the study of Christianity and Judaism. They can reflect on issues such as 'Helping people', 'What is a friend?'
136. The quality of teaching and learning is satisfactory. Teachers are confident because of sound planning and clear understanding of what should be taught. Pupils respond in a positive, understanding way. Relationships between teachers and their pupils are good and this helps pupils to develop their understanding of religion into the wider field of moral and social learning. There are good opportunities for pupils to develop their writing. However, there is an over reliance on worksheets and this does not sufficiently challenge all pupils, especially the higher attainers. Themes in assemblies are linked to lessons in religious education and this helps to build pupils' wider understanding. The teaching contributes effectively to the high sense of moral and social behaviour evident in the school.
137. The co-ordinator is new to the post and has yet to make an impact. Because of this, leadership is satisfactory. Expectations for teaching and standards are clear and a good range of texts and artefacts supports teaching. There is, however, insufficient information from the judging of pupils' levels of attainment to ensure that pupils of all abilities are properly challenged. This is most noticeable in their development of understanding and skills.