

INSPECTION REPORT

**BRAYTON C of E VOLUNTARY CONTROLLED
INFANT SCHOOL**

Selby, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121554

Headteacher: Mrs J M Thomas

Reporting inspector: Mr R A Robinson
OIN: 21024

Dates of inspection: 11 – 15 March 2002

Inspection number: 195107

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant School
School category: Voluntary Controlled
Age range of pupils: 4 to 7 years
Gender of pupils: Mixed

School address: Brayton Lane
Brayton
Selby
North Yorkshire
Postcode: YO8 9DZ

Telephone number: 01757 704581

Fax number: 01757 290792

Appropriate authority: The governing body

Name of chair of governors: Mr Ian Beecroft

Date of previous inspection: 19 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21024	Robert Robinson	Registered inspector	Mathematics Information and communication technology Art Music Religious education Foundation Stage English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9327	Stuart Vincent	Lay inspector		How high are standards? b) 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? How well is the school led and managed?
28011	John Porteous	Team inspector	English Science Design and technology Geography History Physical education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small primary school for boys and girls aged four to seven years is situated in Brayton, a village to the south of Selby. The school serves a mixed area of private housing, local authority housing and housing association accommodation. The school has 168 full-time pupils. Seventeen children attend part-time and are taught in a pre-reception class. Very few pupils are from minority ethnic backgrounds and none is at an early stage of learning English as an additional language. A small proportion of pupils are from travellers' families. Ten pupils (five per cent) are on the register of special educational needs, which is below average; these pupils have slight learning difficulties. No pupil has a Statement of Special Educational Needs. Children's attainment on entry to the pre-reception class is very broad, though overall about average. From the age of four, children attend the pre-reception class each morning. They begin full time schooling at the beginning of the term that they turn five. About three per cent of pupils are known to be eligible for free school meals and this is well below the national average. For several months before the inspection, and during it, major building works to improve the accommodation were taking place at the school; this caused disruption to pupils' education.

HOW GOOD THE SCHOOL IS

Brayton Church of England Infants is a very good school. Pupils achieve very well and standards are high. Pupils' attitudes to work, behaviour and personal development are good. The quality of teaching is good throughout the school. Parents hold the school in high regard. The leadership and management of the headteacher are excellent and the governing body fulfils its responsibilities very well. The school provides very good value for money.

What the school does well

- Standards, by the end of Year 2, are well above the national average in reading and writing and above average in mathematics and science.
- The quality of teaching and learning is good throughout the school.
- The assessment of pupils' progress is of a very high standard.
- The school provides an exciting and stimulating broad curriculum.
- The leadership and management of the headteacher are excellent.
- The staff and the governing body assist the headteacher very ably.
- The monitoring of the quality of teaching and of pupils' work to bring about further improvement is outstanding.

What could be improved

- There are no significant areas for development in this very effective school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in May 1997. High standards have been maintained in reading and writing and standards have improved to above the national average in mathematics. The quality of teaching remains good. The leadership and management of the school have improved and are now excellent. The following items represent responses to the areas for development identified in the last inspection:

- The monitoring of teaching and the learning of pupils is now first rate.
- The procedures for assessing pupils' work are now of a high standard.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
reading	A	A	A	C	well above average A above average B average C below average D well below average E
writing	A	A	A	B	
mathematics	C	C	B	D	

- In 2001, pupils' performance in reading and writing was well above the national average and in mathematics and science was above the national average. In comparison to similar schools, pupils' attainment was above average in writing and in line in reading but below average in mathematics. Over time, girls have outperformed boys significantly in reading and writing, although no significant differences were observed during the inspection. High standards in reading and writing have been maintained since the last inspection. In mathematics, standards have improved from below average in 1997 to above the national average in 2001.
- The performance of this year's group of pupils in Year 2 in reading and writing remains well above the national average, and in mathematics and science it is above the national average. Pupils exceed the national expectations in art and design, geography, history, information and communication technology and music. Performance in design and technology, physical education and religious education is in line with national expectations.
- Pupils achieve very well from entry to the pre-reception class to the end of Year 2. Children have a good start to their education in the pre-reception and reception classes. By the end of the reception class, children reach higher than expected standards in personal, social and emotional development, language and literacy, mathematical development, knowledge and understanding of the world and creative development. They achieve the expected standards in physical development. In Years 1 and 2 pupils build on their previous learning well.
- The school's targets for the proportion of pupils likely to achieve the level expected by the end of Year 2 are reasonable and, because of the good teaching, are likely to be exceeded.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school.
Behaviour, in and out of classrooms	Good; behaviour is positive in the classrooms and around the school.
Personal development and relationships	Good; pupils' personal development is also good and the very strong working relationships at all levels contribute to the success of the school.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	Pre-reception and reception	Years 1 and 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.

The quality of teaching is good throughout the school and meets the needs of pupils well, irrespective of their levels of attainment. The teaching of English is very good and of mathematics is good. The basic skills of literacy are developed very well and pupils make very good progress in their learning. The teaching of numeracy is good, resulting in pupils gaining understanding of new work quickly. The management of pupils is good. This has a positive impact on pupils' progress and engenders an eagerness and interest in learning. Classroom assistants, voluntary helpers and learning resources are used very well to assist pupils' learning. Teachers have good knowledge and understanding of the subjects taught. The planning of lessons is very effective. Pupils are aware fully of what they are to learn and they work productively. Teachers have high expectations of pupils' behaviour and work; as a result pupils make good progress at each stage of their education. The pupils' work is marked well. Homework is set effectively to assist pupils' learning. Pupils with special educational needs and the children of travellers make good progress relative to their prior attainment. The school meets the needs of all pupils effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; the school provides a wealth of opportunities for pupils to learn through a stimulating and exciting curriculum, which is planned very well to meet the needs of pupils at all levels of attainment.
Provision for pupils with special educational needs	Good; pupils receive effective help from teachers and capable classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; particular strengths lie in the fostering of moral and social development. The school does not plan further opportunities for spiritual and cultural development within lessons.
How well the school cares for its pupils	Very good; the school takes very good care of pupils at all stages as they move through the school. Procedures to assess what they know and can do ensure that teaching is very effective in providing the right support to help them keep learning. The recent trialling of setting individual targets for pupils in one of the Year 1 classes is a very good extension of the assessment procedures. Pupils' individual needs are understood very well throughout the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent; the school benefits from outstanding leadership of the headteacher and deputy headteacher, who work very well with very effective subject co-ordinators.

How well the governors fulfil their responsibilities	Very well; the governing body is highly effective and provides very good support to the headteacher. Governors have a very good understanding of the strengths of the school and of areas for development.
The school's evaluation of its performance	Excellent; the staff and governors monitor and evaluate the work that they do rigorously and are committed to continuous improvement. This shows clearly in the quality of education provided and the standards achieved.
The strategic use of resources	Very good; staff are deployed effectively. New teachers receive very good support from senior managers. The school is very well placed for the training of new teachers. Additional funding is used very well to assist pupils at all levels of attainment. The governors apply the principles of obtaining best value very well, to the benefit of pupils.

The school has sufficient numbers of staff, who are well qualified. Teaching assistants are used very well to assist pupils' learning, notably in literacy. The accommodation is satisfactory, though currently it is being improved. Learning resources are plentiful and used well to support teaching.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parents have a very high regard for what the school does. The school has developed very successful links with parents and provides them with a very good range of information about events and their child's progress. It is also outstandingly successful in engaging them in the life of the school in many ways and they take a very active role in helping their children learn.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy school, behave well and make good progress because the teaching is good. The school helps children to become more mature and responsible. Children are expected to work hard and are given an appropriate amount of homework to assist their learning. The school works closely with parents, and parents find the staff approachable. The school is led and managed well. 	<ul style="list-style-type: none"> The range of activities outside lessons is inappropriate.

The inspection confirms and agrees with all of the positive views expressed. The position in relation to extra-curricular activities is similar to that found in many infant schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the national tests in 2001 by the end of Year 2 were well above the national average in reading and were average compared to similar schools. Standards were well above the national average in writing and above average in comparison to similar schools. In mathematics standards were above the national average but below the average of similar schools.
2. Attainment of the present Year 2 remains well above average in reading and writing. Standards of speaking and listening are above average. In mathematics, pupils' performance remains above average. This takes account of the finding that a much higher proportion of pupils are on course to achieve the higher levels than in the previous year. This is likely to be balanced, however, by fewer pupils gaining the level expected of their age. This is a result of an increased proportion of pupils with special educational needs in the current year group. Standards in science are above average, which concurs with the results in 2001.
3. High standards have been maintained consistently in reading and writing since 1998. In mathematics, standards were below the national average in 1998 and the school improved standards in 1999 and 2000 to be in line with the national average. In 2001 standards in mathematics rose to be above the national average and this upward trend is being maintained by the present group of pupils in Year 2.
4. Over time, girls have outperformed boys significantly in reading and writing. In mathematics, over time, girls have marginally outperformed boys, but, in 2001, boys' performance was much better than girls'. During the inspection, no significant differences were observed between the performance of boys and girls.
5. Pupils with special educational needs and the children of travellers make good progress in lessons due to the good support that they receive from staff. There are very good procedures to identify pupils who have special educational needs. Individual Education Plans are carefully matched to pupils' needs and include targets which teachers follow diligently. These pupils make very good progress in literacy lessons when very able teaching assistants support their learning. The setting of individual targets in Year 1 has a beneficial effect on pupils' attitudes and, consequently, on their progress. No pupils have been identified as being talented.
6. Pupils' achieve very well from the time when they enter the school to reaching the end of Year 2. This is because of the good teaching at each stage of the school and pupils' good attitudes to work and good standard of behaviour. The very well-planned curriculum and the particular strengths in the teaching of basic skills of literacy and numeracy have a positive impact on pupils' achievements. The very effective planning of lessons and good quality of teaching ensure that all pupils make similar progress relative to their level of attainment.
7. The achievement of children of reception age is good. They make sound progress in their physical development and good progress in all other areas of learning. In Years 1 and 2, pupils build on their prior attainment well and make good progress as the teaching continues to be effective.
8. In Years 1 to 2, pupils' skills in speaking and listening, and in reading and writing, develop very well. This is because the quality of teaching is of a high standard and pupils have very good opportunities to practise their literacy skills, both in literacy lessons and in other subjects. Teachers plan these opportunities carefully. The very good implementation of the National Literacy Strategy supports the high standards.

9. In mathematics, pupils achieve well. The National Numeracy Strategy is now firmly established and this is having a positive effect on standards. Opportunities to develop skills of numeracy in other subjects are satisfactory but teachers' lesson plans for other subjects do not identify how skills in numeracy can be developed.
10. In information and communication technology, pupils achieve well. They reach standards above the national expectations because teachers ensure that they have basic skills in using computers and peripheral equipment. The use of information and communication technology to support learning is promoted in other subjects very effectively.
11. In art and design, geography, history and music, pupils' achieve well and exceed the national expectations by the end of Year 2. This reflects good teaching and planning. In design and technology, physical education and religious education, pupils' achievement is satisfactory and their attainment by the end of Year 2 is average.
12. The school has set reasonable targets for the proportion of pupils who, by the end of Year 2, are expected to achieve the level set for their age in reading, writing and mathematics. The targets are based on the school's very good records of pupils' attainment. As a result of the high proportion of very good teaching of literacy and the good teaching of mathematics, however, these targets are likely to be exceeded.

Pupils' attitudes, values and personal development

13. Pupils have positive attitudes to their work and enjoy learning. Most parents confirm that their children enjoy school. In the majority of lessons observed, pupils' attitudes were judged to be good and often very good. They are keen to please their teachers, become absorbed in their lessons and are extremely enthusiastic. Most settle down to work quickly and sustain this effort consistently. They particularly enjoy talking in circle time, where they are encouraged to discuss feelings, emotions and relationships. Pupils show great enthusiasm for science and their work in the wildlife garden and with plants; they are fascinated by the change of frog spawn to tadpoles and frogs. They enjoy the challenge of mental mathematics. They enjoy bringing things from home and talking about them in class.
14. Behaviour in lessons is good, often very good. There are just a few pupils who do not always listen to the teachers as well as they should and a few fidget and become restless. This is usually dealt with well by the teachers and not allowed to inhibit the learning of others. In the playground, pupils are equally well behaved. During the last few months, the building work has meant that a portion of the playground has been unusable and the area for play has been cramped and restricted. In spite of this, boys and girls play well together and there are very few instances of unacceptable behaviour. There have been no exclusions of any kind during recent years. Relationships at all levels are very good and the atmosphere in the school is relaxed and friendly. The school functions as a very harmonious community. Parents express their approval of the standards of behaviour achieved.
15. Pupils' personal development is good. Children join the school with social skills which are about average for their age. They continue to make good progress throughout the rest of their time in school. They speak increasingly well in class, grow in confidence and speak respectfully to adults. They share resources, help to organise their classrooms, take their turn and work co-operatively in pairs and groups. In circle time, they increasingly show awareness of their own feelings and those of friends. By the time they leave the school, they are well prepared to move on to junior education.
16. Pupils come willingly to school and attendance is slightly above the national average. Unauthorised absence is well below the national average.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good and helps pupils to make good progress in their learning throughout the school. The children in the pre-reception and reception classes have a good start to their education due to good teaching. This strength in teaching continues throughout Years 1 and 2.
18. Teachers throughout the school teach the basic skills of literacy and numeracy very well; consequently, by the time they leave the school, pupils attain standards which are well above average in English and above average in mathematics. Skills in literacy are practised very well in other subjects, and skills in numeracy are developed satisfactorily throughout the curriculum.
19. Teachers have good knowledge and understanding of the subjects they teach; for example, in an English lesson the teacher asked thoughtful, challenging questions to encourage pupils to express their opinions and to clarify their understanding. The planning of lessons is of a high standard, building on previous learning and linking together very effectively learning in different subjects appropriate to pupils' level of attainment. The planned learning objectives for the lessons are shared with pupils in a consistent and interesting way. They are written underneath the picture of a 'wise owl'; this encourages pupils to understand what they are expected to learn.
20. The teaching in English and literacy is very good, and the teaching of mathematics and numeracy are good. As a result, pupils work productively and with interest. In science, information and communication technology and music, the teaching is good and pupils develop their skills and knowledge well. In physical education and religious education, the teaching is satisfactory and pupils make sound progress in their learning. It was not possible to make a judgement on the teaching of other subjects as too few lessons were observed.
21. Where teaching is very good or better, teachers capture pupils' interest. This happened in a science lesson when the teacher used a 'big book' exceptionally well to develop pupils' understanding of the life cycle of a chicken. The teacher's very expressive style of reading emphasised important facts, resulting in a high pace of learning. The teacher questioned pupils very well and encouraged them to contribute in discussions. The rapport between teacher and pupils was exceptional, resulting in pupils' high standard of interest and behaviour. Where teaching is good, lessons are planned well with activities matched to the full needs of pupils within the class. Very gentle, but firm, class control is evident and pupils work hard both with teachers and independently. Teachers question pupils well and check pupils' understanding effectively before moving on to new work. Classroom support assistants are used very well to challenge and to assist pupils, particularly those with special educational needs, to take a full part in lessons. The marking of pupils' work is good and indicates clearly to pupils how well they are doing. Homework reinforces and extends classroom activities well. Unsatisfactory features of otherwise satisfactory lessons occur when, on occasions, a teacher does not manage pupils' behaviour sufficiently well, resulting in pupils' pace of work slowing down because of too much chatter unrelated to the set tasks.
22. Pupils with special educational needs and the children of travellers are taught in classes alongside other pupils for almost all subjects. They are very well supported by teachers who plan work which reinforces what they already know and introduces new ideas in ways which pupils understand. Teaching assistants know the children well and give them very good support when they work alongside their friends in lessons. Teachers use volunteers and parent helpers sensibly to support individuals and small groups. Pupils with special educational needs are included in all normal classroom activities and, because they achieve good success, their self-esteem is raised.
23. The inspection of this school included a focused view of the contribution of teaching assistants to teaching and learning in literacy and mathematics. In literacy lessons, teaching assistants provide very good assistance to pupils with special educational needs and to low attainers, helping these pupils take a full part in lessons where the overall attainment is well above average. Teaching assistants make extensive use of games to develop pupils' recognition of the sounds of blends of letters, for example. They spend much time productively engaging pupils in discussion about their work which they do confidently and competently. Teaching assistants are very well

prepared with appropriate materials to develop pupils' learning. They encourage pupils to demonstrate to each other what they know, which raises pupils' self-esteem. Teaching assistants keep assessment notes and records of activities. They discuss with the class teacher the progress pupils make and plan future tasks with the teacher. Because of the limited numbers of teaching assistants, they are not allocated specifically to mathematics lessons.

24. In addition to support in the classroom, a teaching assistant works with a small group of pupils outside of the classroom as part of the 'Early Literacy Support' initiative. The teaching assistant makes full use of the scheme of work for 'Early Literacy Support'. She is very knowledgeable when working with the materials, resulting in pupils working at a brisk pace and with obvious enjoyment. The pupils' confidence is growing and their reading ability has improved.
25. The overall quality of teaching is similar to that found during the last inspection, except that the proportion of very good or better teaching has increased significantly. The overall quality of teaching of English and mathematics has improved; this has enabled high standards in English to be maintained and improvements in standards in mathematics to be made.

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

26. The school offers its pupils a very good, rich and full curriculum which meets the needs, aptitudes and interests of pupils. This is an improvement since the time of the last inspection. The two-year curriculum cycle used at that time has been refined and improved so that there are sensible and interesting links between many subjects. In addition, the National Strategies for Literacy and Numeracy are taught throughout the school and these have helped to maintain and improve the school's already high standards. Teachers' very good planning is based on both national and local education authority guidelines. The school meets statutory requirements in all subjects and the school has a good policy for pupils' personal, social and health education.
27. The curriculum for children in the pre-reception and reception classes follows appropriately the nationally recommended curriculum for children of this age. Many children, by the time they leave the reception classes, are working in the early stages of the National Curriculum. The recent building works have restricted the opportunities for teachers to plan a full range of outdoor activities to support teaching in all of the children's areas of learning. This has had a limiting effect on the children's physical development.
28. The school ensures that all pupils have equal access to all areas of the curriculum and that they have equal opportunities to succeed in them. The good teaching of mathematics and the very good teaching of literacy are the bedrock of the school's curriculum. High standards in literacy have been maintained over a number of years and improving standards in mathematics were seen during this inspection. The skills learned in literacy serve other subjects well. Pupils in both year groups label the parts of flowers and the human body correctly. They write simple but interesting biographies of historical people such as Guy Fawkes and they record the lives and times of their grandparents. Pupils' very good reading skills help them to find facts from books easily and they use the new information skilfully in their writing. They listen well to both their teachers and their friends and they speak confidently when explaining their own ideas.
29. Pupils make satisfactory use of their mathematical skills in other subjects. In science, for example, Year 2 pupils measure the height of wheat grown in two different soils to determine whether or not there is good soil and bad soil. Simple time lines in history are made realistic by using the fashions of the day to illustrate the passage of time. Information and communication technology is used very well to assist pupils' learning. Pupils write captions onto photographs taken by the digital camera and they print the finished article with minimum supervision. They examine frogspawn under a digital microscope and they are intrigued by other living things revealed.

30. There is very good provision for pupils with special educational needs and for travellers' children. Teachers ensure that pupils with special educational needs are given tasks which build on what they can already do. Teaching assistants give very good support to pupils with special educational needs when they work on classroom tasks. A number of student teaching assistants and parent volunteers work in school. They also give good support to special educational needs pupils. The special educational needs co-ordinator supports colleagues, parents and pupils well. Individual Education Plans have clear targets which are based on the very good knowledge which teachers have of pupils. An effective draft policy to make sure the school fulfils the requirements of the new Code of Practice has been written.
31. The school makes good provision for physical, social and health education. Pupils take part in the 'Healthy Schools' project and rules about correct eating are reinforced in food technology lessons. Year 2 pupils learn about the use and misuse of drugs, especially medicines. In physical education lessons, they learn the beneficial effects of exercise. The governing body chooses not to include sex education in the curriculum but has a policy of answering pupils' questions sympathetically as they arise.
32. There are no after school clubs. There are a number of visits which support pupils' work in classrooms, including museums, the local church, building sites and a supermarket. The school makes very good use of its own grounds to enhance the curriculum. The Millennium Garden is nearing completion and, already, pupils use the wildlife area and the amphitheatre to good effect. Visitors into school include local clergy, theatre groups, the local fire brigade and a national charity for senior citizens.
33. The school has established very good links with the local community. The Millennium Garden supports pupils' learning very well. This was created at a cost of several tens of thousands of pounds, which was raised through the school's own efforts and with the co-operation of local industry and local funding agencies. Parents and grandparents support the afternoon reading sessions very well. A large number of parents help in school on a regular basis. Parents receive clear guidance from teachers when they help in classrooms and they give good support to pupils.
34. There are good links with partner institutions, especially the nearby junior school. Teachers from the junior school work with Year 2 pupils and the pupils make several visits to the junior school throughout the year.
35. Overall the school makes good provision for pupils' spiritual, moral, social and cultural education. At the time of the last inspection the spiritual, moral, social and cultural education of pupils was described as a strength of the school but this is no longer the case. The school makes satisfactory provision for the spiritual education of pupils. This is seen in the general demeanour of pupils and in the close and harmonious relationships which exist between adults and pupils. Acts of Collective Worship provide opportunities for pupils to reflect on the harmony of nature and their own relationships. A small number of spiritual and exciting reactions were seen during the inspection. Year 2 pupils were fascinated by the differences between two sets of wheat growing in different soils. The school does not, however, build such opportunities systematically into its planning and opportunities vary from class to class.
36. The school's provision for moral and social education is good. Class rules are displayed in all classrooms and pupils have a strong sense of right and wrong. The vast majority of pupils choose to do what is right all the time and this leads to a good atmosphere in classes and on the playground. A very small minority of boys in both Years 1 and 2, however, occasionally choose to ignore the common rules of politeness and of listening to adults and to one another. Pupils deal with the restrictions of limited playground space very well. The current building work severely curtails pupils' space and they cope with this very sensibly. Adults are good role models for pupils and they take time to discuss any problems that may arise during the day. Pupils share classroom resources without fuss. They take turns to use apparatus and to contribute to classroom discussions. Pupils listen to their friends courteously and treat one another with respect. They are polite to adults including visitors. Pupils give consideration to those less fortunate than themselves in class work and in assemblies. They raise money for a national

charity for senior citizens and collect resources for children in other lands. Pupils take their routine responsibilities very seriously and respond warmly to teachers' praise.

37. The school's provision for pupils' cultural education is satisfactory. They have worked with a local artist and produced designs for the sculptures which are now part of the Millennium Garden. Autumn provides opportunities for pupils to explore their own culture as they see the harvest being gathered and they work with their teachers and a local farmer to gain an understanding of life in an agricultural community. In literacy, pupils learn traditional stories and rhymes, and in music they learn traditional songs. In subjects such as religious education, geography and history, pupils learn about the culture of other people, other places and other times. They look at the work of artists from other lands and they read and listen to stories from other cultures. But the planning of opportunities to develop a deeper understanding of the ethnic and cultural diversity of British society is limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school takes very good care of pupils at all stages as they move through the school. Arrangements for pupils' care and welfare are very effective and they are reflected in the very good relationships and the trust between adults and pupils. Teachers know the children very well as individuals and are able to respond quickly to their needs.
39. The procedures for child protection are very well organised and awareness is maintained through training and during general staff meetings. The health and safety policy is comprehensive and procedures are carried out very diligently, taking advantage of skills within the governing body. Responsibilities are properly defined and all the routines of classroom safety, fire drills, first aid, medicines and general welfare are dealt with consistently. The curriculum also plays a part in the welfare and social development of the pupils; amongst many other topics, it deals with good health and the environment and the school is committed to the Healthy Schools Project.
40. The monitoring and management of behaviour are done effectively. Parents are very happy with the standards achieved and the pupils themselves say they enjoy themselves in school. They know what to do if they have any fears or concerns. The rules are straightforward and clearly understood by pupils, and they respond well. There is little evidence of unacceptable behaviour and parents are confident that, should it occur, it would be dealt with promptly. Teachers manage their classes well and pupils enjoy the rewards that are given for good behaviour and effort. Celebration assemblies are very popular. Where it is necessary for individual pupils to improve their behaviour, this is done with the full involvement of parents in setting targets and rewards. Assemblies and circle time are used well to show that care and consideration for others are important. The school's atmosphere is conducive to learning.
41. The procedures for monitoring attendance are done conscientiously and concerns are followed up promptly. All parents know that regular attendance is an important factor in achieving good standards and they respond accordingly.
42. Procedures for assessing academic development are now very good and this is a significant improvement since the last inspection. Data are gathered consistently in all classes and in all subjects, in appropriate levels of detail, to provide a Pupil Record File. Regular analysis of the data produces a very clear picture of the rate at which pupils are learning. As a result, teachers are able to ensure their lessons match the needs of pupils very well, individually, in groups or in classes. These much-improved procedures are contributing positively to the good standards achieved. All pupils, including those with some special needs, learn well and make good progress. The school has already identified that the next development is to use the assessment data to set targets. These will show what small steps must be taken to improve understanding and learning, initially for small groups, but ultimately for each individual pupil.
43. The procedures for recording pupils' personal development are good. The baseline assessments carried out during children's time in the pre-reception and reception classes provide details about

both academic and social skills. Some aspects of the academic assessments in English and religious education also show how pupils are developing in understanding and listening to the views of others. Circle time is used well to encourage pupils' speaking and listening skills and this further helps teachers understand the development of the children in their care.

44. All these procedures ensure that pupils receive very good support. The information is used very well to help place pupils in work groups to suit their abilities. It is also used to ensure that teaching assistants are deployed to help them if they have particular difficulties and to predict outcomes in tests taken at the age of seven. The school knows that pupils gain confidence and self-esteem from their successes and works hard to help all pupils achieve their best.
45. Pupils with special educational needs are identified very early in their school career. The school's rigorous day-to-day assessment procedures ensure that pupils likely to have learning problems are identified at a very early stage. The special educational needs co-ordinator works closely with her colleagues and with parents to ensure that the formal procedures are reinforced by the full range of informal knowledge held by adults closely associated with these pupils. Every facet of school life is available to pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. In the meeting with parents before the inspection, the very good relationship between the school and parents was very apparent. This was confirmed by the questionnaires, which showed a very high regard for what the school does for the children and the quality of education it provides. Parents are very happy with almost all aspects of school: the progress made, the behaviour, the quality of teaching, homework, the information provided, the commitment and efforts made by all the staff. Just a few parents had reservations about the provision of activities outside of lessons and information on their children's progress.
47. Parents are given a very good range of information about the school and what their children are doing. As their children join, parents are invited to induction meetings and receive the prospectus, which explains day-to-day routines and describes the curriculum. The prospectus is very comprehensive. They receive a copy of the Home-School Agreement and almost all parents sign and return it. There are regular letters and a newsletter each half term; the annual report of the governing body is particularly readable. Many parents come into the classroom every morning so there are opportunities for parents to socialise and talk to staff informally. Teachers hand children over to their parents at the school gates at the end of the day and again there are opportunities to talk. Parents confirm that they are confident to approach the school at any time and feel that staff will listen to their views. More formal meetings with class teachers take place during the autumn and spring terms and these are well attended. The pupils' annual reports give a clear picture of progress showing what children can do well and what they need to work at next. Parents of children with special educational needs are kept fully informed about progress and are involved in discussing their targets.
48. The very positive relationship between the school and home ensures that parents make an outstanding contribution to the life of the school and what it achieves. Although there is no formal parents association, there are many social events during the academic year. These create a good sense of community and their efforts also have a direct financial benefit for the school. A significant fund has been created and will be used to furnish the new building extension and equip the medical room.
49. The creation of the Millennium Garden is another example of the co-operation of parents, school, local community groups, local shops and major local employers. The result is an outstanding contribution to outdoor learning as well as an area for outdoor play. It also reflects the status and reputation of the school within the community.
50. The school also seeks parents' involvement directly in the classroom and a very good number have made a regular commitment to supporting lessons. They are deployed well and their efforts

are contributing to standards achieved. Many others help with school visits and there is always exemplary support for school performances at various times of the year. A particularly splendid example of parental support and involvement is 'library afternoon'. Each class has a session on one afternoon every week, when parents come in for the last half-hour of the day to read with their children and change library books. The picture of parents, teachers and children, all working enjoyably together with a shared purpose, speaks volumes for what the school is all about.

51. Parents feel very positive about the education their children receive and they play a very productive part themselves in what their children achieve. They are keen to ensure their children come to school regularly; homework is well supported by most parents, who encourage good habits in the children. Virtually all parents are keen to attend and discuss progress at consultation evenings, particularly where their children have special needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school benefits from the excellent leadership provided by the headteacher, who works in a very effective partnership with the deputy headteacher. They lead the staff very successfully and provide a clear vision of the school's aims and objectives. All members of staff have a clear view of the strengths of the school and know where action must be taken to improve. Very good progress has been made to deal with the key issues of the last inspection, as well as those set by the school itself for future improvement. The school's aims are promoted at all times and achieved very successfully through the work done every day. Standards are high; teaching and learning are good; teachers have a very clear understanding of the progress of all pupils; the school is constantly evaluating its own performance. Parents are very involved in the life of the school and rightly judge that the school is well led and managed.
53. Teachers with responsibility for subject co-ordination also carry out their duties very well. Their roles are clearly defined and, as they are responsible for monitoring the standards and lesson planning in their subjects, there is a consistent approach to teaching and consistency in what children learn. Assessment routines to show what pupils have achieved are now very effectively organised and this is an improvement since the last inspection. The special needs co-ordinator uses the budget very effectively to support her colleagues, the children and parents. The headteacher and deputy are responsible specifically for monitoring the teaching and learning across the school and this has been highly successful in sustaining the good quality of teaching. The monitoring and development of teaching are further factors in the high educational standards achieved.
54. The governing body is very effective. It carries out its statutory duties very well through a committee structure and the appointment of individual governors to oversee key aspects of the school. Most governors regularly visit the school and have particular links to subjects of the curriculum. Governors are well informed by detailed reports from the headteacher, which give relevant information and also evaluate the progress made in achieving the school's targets. This helps the governing body to monitor effectively how successful the school is in achieving its objectives. The governing body has a very clear understanding of what the school does well and what it needs to improve. The governing body is, therefore, playing an effective part in setting the direction for the school and this is reflected in the relevant targets for school development. Teachers and governors are working well together and have a very good capacity to succeed.
55. The school improvement plan is comprehensive. It provides good detail for developments each year and provides a secure base for strategic planning over subsequent years. It is firmly based on what has been identified as needing to be improved. The governing body is fully involved in its development and approval. Financial planning supports these priorities well and expenditure is monitored regularly, as is the overall success and outcomes. A large underspend, in the financial year 2000 – 2001, results from a significant payment made towards the end of the financial period from the local education authority; this money was allocated by the governors for the payment of additional teaching assistants in the current financial year.

56. Grants and funds for special educational needs are used to very good effect for the purposes for which they are provided. More widely, the school has been highly successful in attracting funds from community groups, industry and regional agencies; the creation of the Millennium Garden, for example, has provided an outstanding learning resource and there are plans to extend it further, again with outside funding. There is also a good understanding within the governing body of the need to ensure best value in all that the school does. The school evaluates itself very well against others in the authority and nationally; it evaluates the consequences of its plans; it seeks ways to spend more effectively and consults very successfully with community interests and parents.
57. The school is very well organised and functions smoothly. The headteacher, clerical assistants and bursar deal with the day-to-day matters and finances well. Computers and other information technology are used satisfactorily to support administration and the management of the school.
58. The school has a good team of experienced and qualified teachers to teach all aspects of the National Curriculum and religious education. They are helped by teaching assistants, who make a significant contribution to what is achieved. Staff development, appraisal and induction of new staff are very effectively organised and carried out. Procedures for performance management are all fully implemented.
59. The inspection of this school included a focused view of how effectively teaching assistants are managed and trained to contribute to the teaching and learning of literacy and mathematics. The team is very well trained and highly competent and, because the school has a clear understanding of which children are in need of support, they are deployed effectively. They are highly motivated and their work is monitored objectively so that they are very aware of the beneficial effects they are having. They contribute to the management of behaviour and the welfare of the children they support very effectively. Teaching assistants play a full part in the high standards achieved by the school.
60. The school stands on a large and very pleasant site. Since the autumn term, building work has been going on to provide a further classroom, a small tutorial room, a children's reference library, improved administrative offices and a medical room. During this difficult period, when there has been considerable disruption to routines, restricted access to parts of the building and a restricted use of the playground, the school has continued to function smoothly. When all current work is complete, the school will have very good accommodation. The school has a good range of resources for the teaching of all subjects of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- There are no significant areas for development and, therefore, no key issues to address.

The following less important areas for development should be included in the action plan:

- Further opportunities should be planned for the spiritual and cultural development of pupils within lessons. (*paragraphs: 35,37,78,89,93,100,104 and 107*)
- The setting of targets for individual pupils should be developed further*. (*paragraphs: 42 and 83*)

* Staff and governors have identified this already as an area for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	17	10	0	0	0
Percentage	3	26	45	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 two 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)		177
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		10

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	25	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	25
	Girls	22	22	22
	Total	45	46	47
Percentage of pupils at NC level 2 or above	School	96 (93)	98 (95)	100 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	22	22	22
	Total	45	46	46
Percentage of pupils at NC level 2 or above	School	96 (93)	98 (95)	98 (95)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	108
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	24.4
Average class size	25.1

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	52

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	359667
Total expenditure	337943
Expenditure per pupil	1868
Balance brought forward from previous year	14136
Balance carried forward to next year	35860

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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	177
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	60	39	1	0	0
Behaviour in the school is good.	58	39	1	0	2
My child gets the right amount of work to do at home.	50	44	4	0	2
The teaching is good.	60	39	0	0	1
I am kept well informed about how my child is getting on.	40	42	16	1	1
I would feel comfortable about approaching the school with questions or a problem.	61	33	6	0	0
The school expects my child to work hard and achieve his or her best.	63	36	1	0	0
The school works closely with parents.	49	41	7	1	2
The school is well led and managed.	75	24	0	0	1
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	12	38	25	8	17

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

61. Children have a good start to their education in the pre-reception and reception classes and their achievement is good. Most children, by the end of the reception year, are on course to exceed the level expected of their age in personal, social and emotional development, in communication, language and literacy, in mathematical development, in knowledge and understanding of the world and in creative development. In physical development, children are likely to achieve the level expected by the end of the reception year and their achievement is satisfactory.
62. The quality of teaching of pre-reception and reception age children is good overall. Particular strengths are in the quality of teaching of the basic skills of reading, writing and mathematics. The good teaching and learning identified at the last inspection have been maintained.

Personal, social and emotional development

63. Most children enter school confidently, although a few find parting from parents difficult; however, these children are cared for well by staff and quickly settle into their work. The children know the routines of the school; for example, they look at books with interest whilst awaiting registration. In the best teaching, very good use was made of a story 'Badger's Bad Mood'. The very dramatic reading of the story caught children's attention very effectively. Very good questioning drew out the point of the story and children made sensitive suggestions as to how to make the character happier. Most children participated fully but a few were reluctant, though, by the end of the lesson, these children finally felt able to speak. The lesson contributed very well to the development of children's skills of speaking and listening. Teaching in this area is good, overall.

Communication, language and literacy

64. The pace of children's learning is good overall, particularly when working with adults. This is due to good teaching. In whole-class and small group discussions with staff and helpers, pupils are very interested and keen to express their views about text that has been read to them and pictures seen in books. The development of the skills of speaking and listening are fostered well in whole-class and group work in all areas of learning. Lower attainers use a wall display well to assist them to identify the order of letters in the alphabet. Teachers use big books effectively to interest and extend children's learning; for example, very good use was made of a poem to develop recognition of words beginning with 'e'. Most children by the end of the reception year read confidently early words such as 'we', 'went' and 'no'. They use picture clues well and work out words such as 'did' using letter sounds. Higher attainers read books expressively and above the level normally expected of five-year-olds, though, occasionally, they miss out words they cannot read. They can retell the story accurately. Lower attainers understand simple stories from the pictures and repeat phrases enthusiastically.
65. Teachers ensure children hold their pens correctly when writing words and letters. Most lower attainers can make good attempts at writing individual letters. Higher attainers are encouraged to work in pairs when writing sentences; this leads to plenty of discussion, interest and good progress in learning. Good use is made of whiteboards and markers to challenge children to write sentences dictated by the teacher. This gives the teacher the opportunity to check children's work and to give effective feedback by celebrating good work and suggesting how the writing could be improved.

Mathematical development

66. Teaching and learning are good. Most children are keen to join in with the teacher to count up to 100. Higher attainers count up in twos to ten. Average and higher attainers count in 10s to 100. Most lessons begin with an introductory session, although this is sometimes too long and the

concentration of a minority of children dips. Teachers consolidate and extend children's understanding of mathematical language; for example, teachers questioned pupils well and checked their understanding of three-dimensional shapes. They developed children's understanding of the properties of shapes, such as 'cube', 'cuboid', 'cylinder', 'cone', 'pyramid' and 'sphere'. Higher attainers recognised that a cone had two faces and a pyramid was a mixture of square and triangular faces.

Knowledge and understanding of the world

67. Teaching and learning are good. Teachers develop literacy skills very well in this area of learning; for example, pupils made a book to describe a walk to the wildlife area to see signs of spring. The teachers took digital photographs of aspects of spring pointed out by the children and used the computer to challenge children to write descriptions of the photographs which were printed subsequently and made into a booklet. Higher attainers word-processed sentences such as 'blosm is growin on the trees bicos it is spring'. Teachers use big books to develop children's understanding well; for example, teachers used 'Dora's Egg' to develop children's understanding of the life cycle of chickens. Discussion with children was used effectively and children showed a good understanding of springtime and were able to talk clearly about new life of plants and animals.

Physical development

68. Children's physical development is likely to be in line with the expected standards by the end of the reception class, and their achievements are satisfactory. The limitations of the outdoor accommodation, because of building difficulties, restricted teachers' planning in the reception classes for this area of learning both before and during the inspection. The planning for the pre-reception class for this area of learning was thorough but no lessons were observed, as these children were not able to attend for most of the inspection period because of class arrangements due to the building works.
69. The quality of teaching is satisfactory. Teachers discuss safe practice with children when working on apparatus in the hall; the children understand why these rules are necessary. Children listen and act upon instructions given when taking part in physical education lessons. They balance on one foot appropriately and, with help, balance and walk along a beam raised above ground level. They move over equipment at different heights effectively using various parts of their bodies. Children jump from different heights but do not always land correctly and this is not picked up sufficiently by the teachers. On occasions the pace of lessons is rather slow but the many pieces of furniture around the hall inhibit a faster safe pace. Regular opportunities to use scissors, pens and pencils help children gain accuracy when drawing and cutting. Teachers plan plenty of opportunities for children to work with a variety of malleable materials; for example, they created different shapes to reinforce learning in mathematics.

Creative development

70. Children's attainment by the end of the reception year is above the level expected and children make good progress. The teaching is good, overall. A particular strength is the development of exploring and using sounds. Teachers plan a wide range of interesting creative activities through which children can explore colour, texture, shape and music, linking these, particularly, with literacy and numeracy work. On occasions, there is insufficient involvement of adults in children's role-play activities resulting in children losing interest in their tasks and becoming too boisterous. In the best lessons, teachers involve children fully and children enjoy the activities immensely; this happened in a musical activity when the teacher used various toys very effectively as signals for one, two, three or four claps. Children clapped and chanted well and the teacher stressed the need to sit up to sing well, resulting in the children's singing improving. The teacher led the singing dramatically and the children followed her lead and sang more expressively. Praise was used effectively and children's very positive enjoyment and interest were apparent. The lesson finished excellently when children sang and chanted in a variety of voices – slowly, angrily,

laughingly, quietly and loudly. Outdoor activities in creative development have been curtailed, understandably, because of the restrictions imposed by the building works.

ENGLISH

71. The achievement of seven-year-olds is well above the national average in both reading and writing in the 2001 national tests. The school predicts that these very high standards in both aspects of English will be maintained in the 2002 tests. This inspection agrees with those predictions. The school has sustained the very good work seen in reading at the time of the last inspection and has improved the quality of pupils' writing since that time.
72. Pupils, including those with special educational needs and children from travelling families, make very good progress in lessons. They are well supported by teachers and by teaching assistants during literacy lessons. The careful choice of written and reading tasks ensures that pupils gain both short and long-term success. A notable feature of many literacy lessons is the very good use teachers make of parent volunteers. Parents are thoroughly briefed and are well equipped to help pupils in the tasks set. No apparent differences between the abilities of boys and girls were seen during the inspection.
73. Pupils listen well. During literacy lessons, they know that there are times when they must listen carefully to their teachers. They pay close attention to what they are told and they answer teachers' questions clearly and sensibly. Most of the time they give clear direct answers and are able to give reasons or explanations for events which have occurred. Pupils are eager to take part in discussions. In lessons where pupils share their worries or concerns, teachers take time to help them to express themselves clearly. In a Year 1 lesson, for example, pupils were encouraged to close their eyes and think about what they would say. Before they spoke, the teacher reminded them to speak slowly and clearly so that everyone in the room could hear them. During all discussions, pupils took turns sensibly and appreciated that speaking in front of the whole class is difficult for some of their friends. Teachers use praise sensibly to encourage more timid pupils to take part in discussions. Year 2's play reading was presented to the class confidently. Pupils used their voices well and their friends warmly applauded their efforts. In the school's celebration assembly, pupils of all ages spoke plainly and explained the week's successes with pride. A very few of the older boys, however, do not listen as politely during these sessions as they do in the classroom situation.
74. The school's very high standards in reading have been maintained since the last inspection. Pupils have a love of books and they are eager to read. The youngest pupils learn essential phonic and word-building skills, which they apply confidently. They understand the meaning of text and have a very good appreciation of the importance of books. They join in the reading sessions during literacy lessons with enthusiasm. Teachers make good use of these times to teach pupils the importance of reading with good inflection and at the right pace. A class of Year 1 pupils looking at the story of Cinderella made the Fairy Godmother's promise, 'You shall go to the ball', come alive when helped by their teacher. Older pupils are mainly fluent and accomplished readers. Those who are not are given very good support by teachers and by teaching assistants. By the time they leave the school, pupils read well. The school's emphasis on the importance of reading is demonstrated in the fact that all teaching assistants are employed to help pupils' progress in reading. This emphasis is also seen in the excellent afternoon reading sessions held in the school hall when a large number of parents come into school to read with children. Pupils look forward to these times and come to understand that good skills in reading are important. They also understand that reading is pleasurable and is not necessarily a solitary activity. The pupils' very good attainment in reading helps them to research their work in other areas, such as science and history. They know where to find an index and how to use it and they approach any work involving books with the greatest confidence.
75. Pupils' skills in writing have improved since the previous inspection. Standards are now well above those seen nationally. Pupils work hard at handwriting skills and, by the time they reach Year 2, pupils' handwriting is mostly clear and well formed. Year 1 pupils retell familiar stories accurately and they write interesting accounts of activities they have undertaken out of school. They have a simple vocabulary but they are encouraged to find different or more exciting ways of

expressing themselves. They write clear, accurate stories with a good grasp of basic grammatical conventions, such as capital letters and full stops. They write particularly interesting accounts of the things they hear when they are out on a walk with their teacher. Year 2 pupils write long and interesting stories which are structured competently. Stories have openings which capture the reader's interest and develop the characters well. One particularly good story tells of how Squeaky the Mouse finds out about the meaning and significance of Christmas. The techniques and methods of organisation taught in literacy lessons are remembered and applied by pupils when they write stories and factual accounts. Information and communication technology is used very effectively to support learning in English; for example, older pupils use the computer to write captions for their work in science while younger pupils enjoy using computers to improve their spelling. The good work seen in writing-books helps work in other subjects such as science, history and geography when pupils write clearly and accurately.

76. The teaching of English has improved since the last inspection and is now very good. In the lessons seen, no teaching was less than good and much of the teaching was very good. The National Strategy for Literacy is taught very well and pupils are enthusiastic about all aspects of English. Good teaching is seen when teachers plan to ensure that pupils will gain success in the lesson. The highest-attaining pupils are given work which compels them to think carefully and often taxes their powers of observation or deduction. Those who find reading and writing difficult are given tasks which build on work they have done previously, and this helps to instil a sense of confidence and success. In literacy lessons, teachers question pupils skilfully and make sure that all pupils are given opportunities to answer. Teachers make very good use of pupils' answers to move lessons forward or to reinforce a particular teaching point. Pupils respond warmly to the teachers' references to 'the Wise Owl', who sets them tasks for the lesson and watches to make sure that they complete their work. Very good teaching is seen when pupils catch the teachers' enthusiasm and love for words. Big books are used cleverly to stimulate and maintain pupils' interest in story structure, characterisation, the meaning of words plus basic, simple grammar. The warm relationships between teachers and pupils are an important contributory factor to the success of the best teaching.
77. Pupils behave well in lessons and their good behaviour is another significant factor in successful literacy lessons. They sit and listen in whole-class sessions and contribute when appropriate. They also move sensibly from one part of the lesson to another so that very little time is wasted in settling to tasks. The pupils' good behaviour also means that teachers and teaching assistants can concentrate on helping small groups and individuals without the need to waste time supervising others.
78. The leadership and management of the subject are very good. The co-ordinator enjoys the confidence of her colleagues and she has worked hard to identify where resources are needed to help other teachers. Resources for literacy are now very good. Assessment procedures are simple but very effective because they allow teachers to plan work for groups and individual pupils both immediately and in the near future. The subject contributes satisfactorily to the spiritual, moral, social, and cultural development of pupils but opportunities are not planned sufficiently to enhance pupils' spiritual and cultural development further.

MATHEMATICS

79. Standards in Year 2 are above average; this represents very good improvement since the last inspection. Pupils' achievements are good because of the good standard of teaching as well as pupils' positive attitudes to learning and their good standard of behaviour. The National Numeracy Strategy is implemented well and basic skills of numeracy are taught very effectively. The planning of lessons is very good and all pupils engage in a well-balanced range of learning experiences. Good opportunities for learning exist for all pupils, including those with special educational needs. Pupils with special educational needs and travellers' children make good progress because of the additional support they receive from teachers and other helpers. The subject supports the aims of the school very well.

80. The quality of teaching is good, resulting in pupils learning well. In Year 1, pupils count up and down accurately from zero to 20. Pupils are interested in numbers; for example, during registration they calculated willingly the number of pupils present given information of the number in the class and the number absent. Pupils bring in items from home to assist their understanding in mathematics; for example, a pupil brought in a drum of cocktail sticks and challenged other pupils to estimate the quantity in the container. Most pupils made sensible estimates between 25 and 30 when there were actually 31 in the container. Lesson planning is very clear, with a good range of activities for each level of attainment. Teachers question well and use resources effectively to support pupils' interest and development of understanding. This happened when the teacher used a big book to introduce and develop pupils' skills in doubling; the pictures and the story captivated the pupils. The teacher challenged pupils well through probing questioning and, by the end of the lesson, most pupils could double numbers up to six.
81. In Year 2, teachers challenge pupils to calculate mentally. Most pupils have a good understanding of mathematical language appropriate to their age. They order correctly numbers up to 100. Higher attainers double numbers, such as 45, accurately. Lower attainers complete appropriately patterns of odd and even numbers up to 20. Planning is linked very well to pupils' levels of attainment. Most pupils are working at the level expected of their age, and a significant proportion above. Higher attainers solve simple money problems quickly; for example, they calculate the change from £2 after spending 40p. Teachers ensure that pupils are aware of what they are to learn during the lesson. Pupils work well during small group work; for example, higher attainers quickly, accurately and independently wrote combinations of tens to make 100. Average attainers, with support from the teacher, completed similar work to the higher attainers. Lower attainers, with the support of classroom helpers, worked productively to find combinations of tens to make 50. Some higher attainers extended their learning to the subtraction of tens from numbers above 100. At the end of lessons, teachers provide positive feedback of how well pupils have done and explain mistakes.
82. Mathematics supports learning in other subjects satisfactorily; for example, in science, pupils use pictograms to show the growth of beans in different conditions, such as growth in no air, and no water. Teachers use information and communication technology soundly to record details of investigations in the form of bar charts and pie charts.
83. The leadership and management of the subject are very good and contribute significantly to the high standards in the subject. The procedures for monitoring the planning of lessons, pupils' work and the quality of teaching are excellent, and they have a positive impact on standards. Staffing, learning resources and accommodation are used well. The school is trialling, in one of the classes in Year 1, the setting of individual targets for pupils linked to the numeracy strategy. This is developing the already strong monitoring of pupils' progress further and is having a positive effect on the progress pupils make and on their understanding of the next step of learning.

SCIENCE

84. Teachers' Assessments at the end of 2001 indicate that pupils' attainment in science is above the national average at both the expected and the higher levels. This inspection agrees with the school's prediction that these standards, which are an improvement on those at the time of the last inspection, are likely to be maintained in 2002.
85. Pupils with special educational needs and those from travellers' families make good progress in lessons. Teachers and teacher assistants take care to ensure pupils are not hindered in their scientific enquiries. Good support by those employed at the school and by parent volunteers helps pupils to grasp some quite difficult ideas.
86. The school uses a 'topic' approach to many areas of the curriculum, including science. The school grounds, especially the wildlife area, are an important resource for much of the study of science. At the time of the inspection, there was great excitement because the first of this year's frogspawn had just arrived. Through careful matching of the national guidance and advice from the

local education authority, the full range of factual material is taught through nationally recognised lines of study.

87. By the end of Year 2, pupils have good skills of recording their work in science. They write clear accounts of what they have done and make good predictions about what is likely to happen. They work with a local farmer who explains that soil is different in different areas. Pupils plant wheat in both 'good' soil and 'poor' soil from nearby fields. They measure the height of the plants in each tray and are excited to find that there are real differences in both the height and the health of the wheat growing in the two trays. Pupils make a simple electrical circuit and they understand that the two very large power stations near to the school are the source of domestic electricity. They study the human body and they know that nerves carry messages to the brain and that human beings have five senses. Opportunities to connect to other curriculum areas help pupils to understand the importance of science in every day life. Year 2 pupils, for example, link their work on senses to their work in religious education by looking at the life and work of Louis Braille. Year 1 pupils examine the waterproofing qualities of various materials and this is linked to a study of the life of Grace Darling in religious education and to the designing and making of a buoyancy aid in design and technology. Year 1 pupils also study the human body and they understand the difference between living and non-living things.
88. The teaching of science is good overall and ranges from satisfactory to excellent. Teachers plan their work together and all are familiar with the school's well-established two-year plan. This guarantees that pupils have the wide range of scientific experiences required by the National Curriculum. Teachers' plans for all lessons are good. Teaching is satisfactory when teachers help pupils to study a particular item such as a flower and learn to name its parts. Pupils learn the names quickly and enjoy making their own model and labelling the parts successfully. Good teaching is seen when teachers engage the pupils' natural curiosity and show them everyday objects from a different viewpoint. Year 2 pupils looked at frogspawn under a digital microscope and were intrigued by the number of different small creatures they could see in the water. The teacher took the opportunity to help pupils to identify things which they had never seen before. Good teaching also helps pupils to classify living and non-living things by their properties. Lively explanations by teachers capture pupils' imagination and lead pupils to question and to want to find out even more. Excellent teaching is seen when the lesson is lively and pupils' imaginations are stimulated. Very good relationships guarantee pupils' interest and their continuous very good behaviour. Under these circumstances, pupils acquire new information, work in harmony with the teacher and ply the teacher with questions, using the answers to extend their learning even further.
89. The leadership and management of the subject are very good. The procedures for monitoring the planning of lessons, pupils' work and the quality of teaching are very effective, and they have a positive impact on standards. Staffing, learning resources and accommodation are used well. Information and communication technology assists pupils' learning very effectively; for example, in presenting the results of investigations in the form of graphs. The contribution of the subject to pupils' spiritual and cultural development is satisfactory overall, though it varies from class to class as there is no specific planning of opportunities within lesson plans.

ART AND DESIGN

90. Pupils' attainment by the end of Year 2 is above the national expectations and pupils achieve well. Standards have been maintained since the last inspection. The very good topic links and strong connections with other subjects mean that all pupils, including those who have special educational needs and pupils from travellers' families, make good progress. Pupils' attitudes to work are good and pupils sustain concentration and behave well. It was not possible to make a judgement on the teaching of the subject, as there was very limited specific teaching of art and design during the inspection.
91. As part of a lesson linked to the topic of spring, pupils were challenged and questioned well by a classroom assistant to observe carefully photographs of different flowers. The pupils concentrated

well and gained increased skills in using good quality pastels to produce delightful pictures of flowers. In a science lesson, pupils made interesting three-dimensional representations of local, desert and jungle environments.

92. Pupils' portraits of themselves build on well from their earlier good quality pastel drawings in the reception classes. Pupils use pencil, crayon and paints carefully to depict, with increasing skill, aspects of their facial features. By the end of Year 2, pupils use a wide range of media skilfully; for example, they drew in pencils, chalk and charcoal to depict African artefacts. They wove threads and ribbons through netting to make attractive calendars. They stitched threads and sequins onto fabrics. Pupils carefully observed spring flowers and painted detailed pictures of irises, daffodils and tulips. They produced detailed pictures of flowers in the style of artists such as Richard Spare. Pupils use graphics programs on the computer to produce pictures in the style of the artist Mondrian. In the role-play garden centre, pupils made effective copies of silk flowers in tissue paper.
93. The leadership and management of the subject are very good. The co-ordinator has made a detailed audit of the coverage of all aspects of the subject within the school's two-yearly topic cycle and ensures the subject maintains a high profile which meets statutory requirements. Monitoring of teaching and learning is very thorough. The learning resources are plentiful and used well by the knowledgeable staff to enhance pupils' artistic awareness and skills. The subject fosters the provision for pupils' spiritual and cultural development well, in practice, but this is incidental rather than being planned specifically by teachers.

DESIGN AND TECHNOLOGY

94. By the end of Year 2, standards in design and technology are similar to those found in other schools. At the time of the last inspection, some pupils were achieving higher levels but this is no longer the case. Pupils with special educational needs and those from travelling backgrounds make satisfactory progress.
95. No lessons in design and technology were seen during the week of the inspection. No secure judgement can, therefore, be made about teaching. Pupils enjoy talking about their work in design and technology and recalled details of how they designed and made items connected to their topic work. Younger pupils made a buoyancy aid and tested materials to make sure that they were waterproof. When studying Antarctica, pupils designed and made a sledge for a penguin. They made egg cosies, experimenting with different ways of joining materials, such as sewing, sticking, gluing, and using mechanical devices such as staples and safety pins. Older pupils designed and made a scarecrow for their topic on farming. The designs indicated that pupils had very clear ideas about what they wanted to do before they began. The finished articles showed that pupils made good attempts at translating their design but there is little evidence that pupils have many opportunities to discuss ways of improving their work. The notion of evaluating, and perhaps improving, a completed project was not one which pupils remembered with any confidence. On most days there are opportunities for pupils to bake biscuits and small cakes, often under the supervision of parents and other helpers. The requirement to work safely is deeply ingrained into the pupils' work. Older pupils have the opportunity to make a vegetable salad, which is part of the school's 'Healthy Schools' work. Pupils have very fond memories of making a track for a marble and describe their work in the minutest detail.
96. The leadership and management of the subject are satisfactory. Teachers are skilful in incorporating pupils' work in design and technology into other subjects, including using information and communication technology to support pupils' learning. For example, a photo frame was made to link with history and the vegetable salad linked to work in history on farming and to work in geography on food in other lands. Pupils produced block graphs of their favourite foods using a computer program.

GEOGRAPHY AND HISTORY

97. Standards in both geography and history are above those normally seen by the end of Year 2. This is an improvement in both subjects since the last inspection. Pupils with special educational needs and travellers' children make good progress.
98. No lesson was seen in either subject during the week of the inspection. It is not possible, therefore, to make a secure judgement on the quality of teaching. It is clear from talking to pupils, however, that they enjoy both geography and history. They easily distinguish between 'then' and 'now' and they know that times were much harder long ago. Year 2 pupils have good knowledge of people who lived in the past, such as Louis Braille, Guy Fawkes and Grace Darling. They understand that Guy Fawkes did not like the King and write very good descriptions of both the reasons for, and the actual attempt at blowing up Parliament. Year 1 pupils look at the changing fashions in swimming costumes and draw a time line to show how things have changed. The school makes history more real to pupils by studying a time when grandma and grandad were young. They also spend some time looking at the history of local farming. A farmer, who shows them pictures of the way his family's farm has changed over the years, helps them in this. The school makes good use of local resources and sources of information in geography. Pupils know that extended rainfall in recent years has had a dramatic effect on the locality. They study weather and know the basic cycle for rainfall and the different ways in which humans use water. Pupils draw simple maps including one of their route to school. They understand the uniqueness of the village in which they live and the importance of the trunk road running through it and the large power stations nearby. They make effective comparisons between their own lives and the lives of people living in places like Kenya. An imaginary bear accompanies pupils on holidays and day visits and pupils track and record his adventures diligently.
99. At the time of the inspection, there were major building works in the school grounds. Teachers have taken the opportunity to show how things have changed since the original building in 1872 and the present day. The school grounds, especially the Millennium Garden, are an important learning resource for both subjects. The close links between geography, history and other subjects, including information and communication technology, are carefully monitored and the skill with which teachers deliver this closely integrated curriculum is one of the school's strengths.
100. Leadership and management of the subjects are good. The curriculum is well thought out; however, opportunities to develop pupils' spiritual and cultural understanding are not planned specifically.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Pupils' attainment by the end of Year 2 is above the national expectations and pupils' achievements are good. Since the last inspection, the school has developed the provision for the subject very well. Standards have improved and the checking of pupils' progress and the recording of pupils' attainment are now very good and help teachers to plan the next step of learning for pupils.
102. The quality of teaching is good and, as a result, pupils, including those with special educational needs and travellers' children, make good progress in their learning of basic skills. A particular strength is the effectiveness with which teachers plan pupils' learning to support learning in other subjects. This happened in a science lesson in Year 2. The teacher's introduction linked to previous work well and most pupils understood how a digital microscope could be connected to a computer. They knew that the previous week's work had been saved on the hard disc and explained how it could be retrieved. The pupils were very interested and the teacher involved pupils well in discussions and demonstrations. Most pupils were able to describe how to load a CD-ROM. A higher attainer stated the need for the microscope to be focused. Pupils were amazed to see the detail when frogspawn was projected onto the computer screen and also to

see other small creatures that moved around the frogspawn. Most pupils knew that the image on the computer should be photographed then saved into a named folder on the hard drive before printing. Higher attainers worked out correctly the difference between the technological language 'import' and 'export'. Homework is used effectively; for example, pupils designed a toy that could be programmed. In addition, pupils listed the uses of computers in the home, at school and in the world.

103. Teachers use learning resources very well to support learning in the environment; for example, pupils took photographs of features of the Millennium Garden following clear instructions by the teacher on the use of a digital camera. All pupils had opportunities to take a photograph, including pupils with special educational needs. The pupils were very interested and, later, worked with the teacher to load the images onto a computer in order to print off the photographs.
104. Leadership and management of the subject are very good. The school has met its targets for development very well. Staff and governors show an extremely strong commitment to enhance the provision further once building works have been completed. Members of staff are confident in the use of the recently installed computers and the related hardware and software. The procedures for monitoring the quality of teaching and learning are very effective. The subject provides good opportunities for the fostering of pupils' spiritual development because of the good quality activities within the topics; however, teachers do not specifically plan these opportunities, resulting in varying practice between classes.

MUSIC

105. Pupils' attainment, by the end of Year 2, is above the national expectations and pupils, including those with special educational needs and travellers' children, achieve well.
106. It was only possible to see two lessons taught during the inspection. The teaching in these lessons was good. In Year 1 pupils clapped correctly to different patterns of signs presented attractively by the teacher in the form of 'frogs' for long notes and 'tadpoles' for short notes. Pupils enjoyed singing whilst they 'passed the hot potato round'. When the singing stopped, the pupil holding the potato clapped a pattern shown by the teacher, which gave the teacher good opportunities to check the pupils' attainment. Most pupils could clap the patterns correctly, although a lower attainer had difficulties clapping and saying 'frog – frog – tadpole – tadpole'. Most pupils discriminated between high and low sounds. In the Year 2 lesson, most pupils recognised the symbols for a 'crotchet' and 'quaver' and could clap the beat. Higher attainers recognised the symbol for a 'rest'. In a similar game to that played in Year 1, pupils clapped a sequence of 'crotchets' and 'quavers'. The teacher joined in with the game and this added to pupils' enjoyment. Pupils sang in response to the teacher's singing and were able to tap their knees to the rhythm of the music. The lesson was very well organised and moved at a brisk pace.
107. Leadership and management of the subject are very good. The curriculum is good and includes the teaching of skills by the co-ordinator to all classes. The subject's contribution to the spiritual, moral, social and cultural development is satisfactory, although it is not specifically planned for. Improvements since the last inspection are good; the quality of teaching is now good and standards have risen.

PHYSICAL EDUCATION

108. Pupils' attainment, by the end of Year 2, is at the national expectations. Pupils, including those with special educational needs and travellers' children, make satisfactory progress. Standards are similar to those seen at the last inspection. Pupils' behaviour is mostly good and they clearly enjoy physical education lessons. A few boys in Year 2, however, try hard to spoil the lesson for

their friends. Their inability to follow their teacher's instructions and their unwillingness to accept even the mildest sanction spoils the lesson for the rest of the class.

109. Teaching and learning are satisfactory. Lessons begin with an appropriate warm-up and pupils know the effect which exercise has on their body. Satisfactory teaching is seen when teachers help pupils to improve their movements as they travel along and between apparatus. Good teaching is seen when there is a clear plan which helps pupils to add to what they can do already and then improve as the lesson progresses. Teachers encourage pupils throughout lessons, addressing those especially who may be experiencing difficulties. Pupils are asked to find the best way to complete a task or they are asked to move from one shape to another in a particular way. Pupils who work particularly well demonstrate their prowess to their friends and this encourages everyone to try to improve their work. In a Year 1 lesson, the teacher is a good model for pupils to follow and many, especially the more hesitant, make good progress in moving from one shape to another by following her example. Year 2 pupils work hard to make the transfer from apparatus to floor as smooth as possible and many find ingenious ways to move from one piece of apparatus to another.
110. The leadership and management of the subject are satisfactory. The internal accommodation for physical education is cramped, though the outdoor facilities are good. There is a broad range of equipment, though some of the mats used for gymnastics need replacing.

RELIGIOUS EDUCATION

111. Pupils' attainment by the end of Year 2 is in line with the standards set out in the local education authority's syllabus. Pupils, including those with special educational needs and travellers' children, achieve satisfactorily. The quality of teaching was satisfactory in the two lessons seen. Pupils' attitudes to work and behaviour are appropriate. Improvements since the last inspection are satisfactory.
112. In the lesson seen in Year 1, the learning objectives were shared with pupils and pupils listened attentively to the reading of a simplified version of the importance of Easter Sunday in the Christian faith. The teacher appropriately interspersed the narrative with questions to check pupils' understanding. Pupils asked sensible questions such as 'Why did Jesus' friends back away from him?' In the lesson seen in Year 2, pupils developed their understanding of the Jewish Passover ceremony; this built on previous learning of the story of Moses. Higher attainers gave their views clearly on why Pharaoh did not want the Israelites to leave Egypt. Most pupils knew about the effects of the plagues. The teacher developed pupils' understanding of subject language, such as 'Exodus' and 'Passover'. They learnt that 'Pesach' was the Jewish word for 'Passover'. The teacher explained well the symbolism of the 'seder' plate using well-prepared artefacts. Pupils' behaviour was satisfactory overall, though they needed many reminders of the way they should behave. Occasionally, the teachers' management of behaviour was not consistent; for example, she talked above the voices of the pupils.
113. Discussions with a group of pupils in Year 2 showed they had a satisfactory understanding of the story of Rama and Sita and of the Hindu festival of Diwali. Most pupils, by the end of Year 2, can match the words to pictures of artefacts found in a church, such as 'cross', 'altar' and 'font'. Pupils in Year 1 know the significance of St David's Day, Mothering Sunday and Shrove Tuesday. The subject makes a satisfactory contribution to the spiritual, moral, social and cultural development of pupils.
114. The leadership and management of the subject are satisfactory. The resources to support learning are appropriate, including the use of information and communication technology.