

INSPECTION REPORT

WEST EWELL INFANT SCHOOL

West Ewell

LEA area: Surrey

Unique reference number: 124961

Headteacher: Mrs P Fordham

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: January 21st – 24th 2002

Inspection number: 195262

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Ruxley Lane West Ewell Surrey
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Smitheram
Date of previous inspection:	June 2 nd – 5 th 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	English	The school's results and achievements; Teaching and learning; Leadership and management.
11575	Catherine Fish	Lay inspector		Attitudes, values and personal development; Care and welfare of pupils; Partnership with parents.
7465	Richard Brent	Team inspector	Religious education; history; special educational needs; English as an additional language; the work of the special educational needs unit.	Personal, spiritual, moral, social and cultural development.
18083	Judith Howell	Team inspector	Foundation stage; science; art and design	
30705	Graham Stephens	Team inspector	Mathematics; geography; music; physical education.	
12367	Anthony Green	Team inspector	Information and communication technology; design and technology; equal opportunities.	Curriculum learning opportunities.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Ewell Infants' School is a community school that draws most of its pupils from the local neighbourhood. At present there are 270 pupils from 4 to 7 years of age, with a further 80 children attending the nursery on a part-time basis. The school includes a unit, known as Rowan class, for 17 pupils with specific speech and language disorders. The nursery also contains a pre-school language facility for 16 children. Most of these pupils come from beyond the immediate locality of the school. Many pupils enter the nursery with poorly developed personal, social, language and numeracy skills. Although a wide range of attainment is represented, pupils' attainments on entry to full time education in the reception classes are below average overall. Pupils come from a wide variety of backgrounds. The number of pupils known to be eligible for free school meals is broadly average. There are currently 28 per cent of the pupils with special educational needs, which is above average. Nine per cent of pupils have statements of educational need, which is well above average. Six per cent of pupils come from ethnic minority backgrounds and four per cent speak English as a second language. The present headteacher and deputy headteacher have been appointed within the last two years and there have been a number of other staff changes in that time.

HOW GOOD THE SCHOOL IS

West Ewell Infants School is an effective school with many strengths. Pupils achieve well, reaching average standards in reading, mathematics and science by the end of Year 2, because the overall quality of teaching is good. Pupils behave well and they are keen to learn. The headteacher, governors and all staff work together very well as a team to improve standards and the quality of education for all pupils and are fully committed to continuing this. The school provides good value for money.

What the school does well

- Standards in reading, writing and mathematics have risen and pupils do well because the quality of teaching is good overall and they receive good support from the teaching assistants.
- Pupils with special educational needs, including those in Rowan class, make good progress because the school makes very good provision for them, successfully helping them to take part in all aspects of school life.
- Children get a very good start to school in the nursery because they have a very good range of learning opportunities and the teaching is very good.
- The headteacher provides very good leadership, working closely and very effectively with all staff and governors to overcome weaknesses and to bring about a clear programme of continuing improvements.
- The school cares very well for its pupils, providing good support and guidance for them; together with the very good relationships between all members of the school community, this makes a strong contribution to pupils' positive attitudes towards school and their good behaviour.
- The very good partnership with parents, with the local community and other educational partners contributes to pupils' learning very well.
- The school provides a good range of learning opportunities that are relevant to all pupils and help to interest and motivate them well.

What could be improved

- Raise standards in writing, which are below average at the end of Year 2.
- Continue to improve the unsatisfactory rate of attendance.
- Further improve the quality of teaching towards the level of the best practice in the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. It has responded satisfactorily to the issues then noted. There are now good procedures in place to monitor the cost effectiveness of spending decisions. Some improvements in the provision for more able pupils and in helping pupils to take more responsibility for

their own learning have been made. However, further developments have been hindered by a significant number of staff changes since the last inspection, which also contributed to a fall in the school's performance in the national tests in 2000. In the last two years, this has been successfully reversed, through, for example, the consistent implementation of the national literacy and numeracy strategies and a well-planned programme of in-service training. Good assessment procedures have been strengthened and there is now a strong emphasis on well-focused school self-evaluation. These are being used well to provide effective additional support for pupils and to identify priorities for development and appropriate action to meet them. The impact of these changes can be seen in the good achievements of pupils and in the improving standards. There is a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning. The school is well placed to make further improvements.

STANDARDS

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

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

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

The particular characteristics of the school, with Rowan class and an above average number of pupils with special educational needs, mean that comparisons with similar schools that are based on the proportion of pupils eligible for free school meals, can give a misleading indication of pupils' achievements.

Results in the 2001 National Curriculum tests at the end of Year 2, were average in reading and writing, but below average in mathematics compared to all schools nationally. Teachers' assessments in science indicate that standards were average. The proportion of pupils reaching the higher level 3 was average in reading, but below average in writing and mathematics. Results have improved from the time of the last inspection when they were below average overall. They have risen more quickly than national trends in reading and writing and kept pace with them in mathematics, in spite of falling back in 2000.

Past work and lesson observations show that children achieve well in the foundation stage. By the time they leave the reception classes, they reach average standards in all areas of their learning except in mathematical development and in communication, language and literacy, which are below average. By the end of the Year 2, standards are now average overall in reading, mathematics and science. This shows an improvement in mathematics. Standards are below average in writing because teachers do not have high enough expectations of the amount and quality of pupils' writing in the current Year 2 classes. Standards in art and design are above average because pupils are taught a good range of skills and techniques from an early age. The school has set appropriately challenging targets to raise standards further, which it is likely to meet. It is clear, from assessment information and from pupils' records, that most boys and girls, including those with special educational needs and English as an additional language, achieve well in relation to their individual starting points in English, mathematics and science by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school and are eager to learn.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons and at play. No exclusions
Personal development and relationships	Good overall; pupils get on very well together and with all of the adults in school.
Attendance	Unsatisfactory; well below average

Pupils show care, consideration and respect for each other across the school. Older pupils do not always have enough opportunities to take responsibility in their learning. The attitudes and behaviour of pupils in lessons was never less than satisfactory and good or better in four out of five of them. The unsatisfactory attendance has an adverse effect on the learning of those pupils concerned

TEACHING AND LEARNING

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

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 overall and pupils learn well in many lessons. This contributes well to the improving standards and good overall achievements of pupils. No unsatisfactory teaching was seen, which is an improvement from the time of the last report.

Teaching is good overall in English, including basic literacy skills, art and design, geography and design and technology. It is satisfactory in all other subjects, including the teaching of numeracy skills. In religious education, no judgement could be made as no lessons were taught during the inspection period. The quality of teaching is good overall in the foundation stage and very good in the nursery. This makes a strong contribution to the consistently good achievements of all children in the nursery and reception classes. The quality of teaching is satisfactory overall in Years 1 and 2, although a higher proportion of good and very good teaching was seen in Year 1, especially in the core subjects of English, mathematics and science. This means that in Year 2, average and higher attaining pupils, in particular, make satisfactory rather than good progress in the majority of these lessons. Lower attaining pupils and those with special educational needs and English as an additional language are taught well throughout the school and this is reflected in the numbers of these pupils who reach the expected level 2 by the end of Year 2.

The school meets the needs of most girls and boys well, except for some average and higher attaining pupils in Year 2, where teachers' expectations of the amount and quality of pupils' work are not always high enough. Across the school in many lessons, pupils concentrate well and work hard because teachers give them interesting, well-matched work. What sometimes made the difference between these lessons and those that were satisfactory, was the level of challenge in the work given to different groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; a wide range of relevant learning opportunities, which interest and motivate pupils well.

Provision for pupils with	Good; pupils have clear achievable targets and are well taught. They
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special educational needs	receive effective help from teaching assistants.
Provision for pupils with English as an additional language	Good; pupils receive good support that helps them to participate fully in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; very good provision for moral; good for social and cultural development and satisfactory for spiritual development.
How well the school cares for its pupils	Very well; all staff know pupils very well and provide caring support for them.

The curriculum is enriched especially through the very good links with the community and other schools, as well as through a good number of well-used visits and visitors. The school works very well in partnership with parents and this also makes a strong contribution to pupils' learning. The quality of information they receive is outstanding.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall; very good leadership by the headteacher, well supported by the senior management team and by very good teamwork between all staff.
How well the governors fulfil their responsibilities	Good; they take an increasingly active and effective part in the management of the school.
The school's evaluation of its performance	Satisfactory ; strengths and weaknesses are analysed increasingly well and result in effective action, but the monitoring of teaching is not yet rigorous enough.
The strategic use of resources	Good; available money is used well to support the school's priorities.

Principles of best value are applied well to all spending decisions. There are good learning resources to support the curriculum. Staffing levels are good overall, with a good number of well-trained, effective teaching assistants. The school makes good use of the very spacious accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Their children are well taught. They are expected to work hard, do their best and they make good progress. • The school is well led and managed and works closely with parents. • The school is approachable and responsive to their views and concerns. • The children are well behaved and the school helps them to become mature and responsible. 	<ul style="list-style-type: none"> • There were no particular causes for concern expressed by parents.

Inspection findings fully support the very positive views expressed by parents, although expectations of some older pupils are not always high enough.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the 2001 National Curriculum tests at the end of Year 2, based on average points, were average in reading and writing, but below average in mathematics compared to all schools nationally. Teachers' assessments in science indicate that standards were average. The proportion of pupils reaching the higher level 3 was average in reading, but below average in writing and mathematics. Boys did relatively better than girls, compared to the national picture. Results were average in writing but below average in reading and mathematics compared to schools of a similar context. However, the particular characteristics of this school show an above average proportion of pupils with special educational needs, including a high number of pupils with specific speech and language disorders, who attend Rowan class. This means that comparisons with similar schools, which are based on the proportion of pupils eligible for free school meals, can give a misleading indication of pupils' achievements.
2. Results have improved from the time of the last inspection when they were below average overall. They have risen more quickly than national trends in reading and writing and kept pace with them in mathematics, in spite of falling back in 2000, when staffing difficulties had an adverse effect on the school's performance. Under the effective leadership of the headteacher who had been recently appointed and with good support from a local education authority action group, this fall in standards was reversed by the summer of 2001.
3. Many children enter the nursery with poorly developed language, mathematical, personal and social skills. They receive a very good start to their education as a result of the very good provision and teaching. From observations and analyses of the baseline assessments, children's attainments on entry to the reception classes, at the beginning of their full time education, are below average, although a wide range of attainment is represented. Children achieve well in the foundation stage because they are taught well and the good provision made for them is adapted well to their particular needs. By the time they leave the reception classes, they reach average standards in all areas of their learning, except in mathematical development and in communication, language and literacy, which are below average. This is largely a result of the higher than average numbers of pupils with special educational needs, especially those related to speech and language difficulties. Past work and lesson observations show that, by the end of the Year 2, standards are now average overall in reading, mathematics and science, but below them in writing. Detailed records are kept of pupils from whatever point they joined the school. From a scrutiny of these, it is clear that most boys and girls, irrespective of their prior attainment, achieve well.
4. Key factors in pupils' good achievement include the good overall quality of teaching, the very good provision made for pupils with special educational needs and the careful, early identification and effective support given to lower attaining pupils in need of additional help. Other factors include the good support for pupils' learning that the skilled teaching assistants now provide and the increasingly effective and consistent implementation of the literacy and numeracy strategies, as teachers make good use of well planned in-service training. The school provides an interesting and relevant curriculum that interests pupils and contributes to their good attitudes and behaviour and consequently to their achievement. The school has set appropriately challenging targets to raise standards further.
5. In English, pupils now achieve well overall. Standards meet the expected levels at the end of Year 2 in listening skills, but are below them in speaking. This is partly because the school has a high proportion of pupils with speech and language difficulties. There are good examples throughout the school of teachers providing planned opportunities across the curriculum for pupils to practise and extend their speaking and listening skills. Consequently, most older pupils listen attentively and respond to questions and instructions appropriately. However, many use only a limited vocabulary and have difficulty in expressing their ideas fully. This also has an adverse effect on the

development of their writing skills. One reason for this is that teachers sometimes do not question pupils further to extend initial brief responses. Standards in reading are broadly average. Phonics are now well taught and most pupils use a good range of strategies to tackle unfamiliar words. They are enthusiastic readers, but although they clearly understand what they are reading, many have difficulty in talking in any detail about it. Standards are below average in writing in the current Year 2 classes. They are lower than last year because, although pupils with special educational needs and lower attaining pupils continue to do well in reaching the expected level 2, fewer average and higher attaining pupils are reaching level 2B and above. This is because some teachers do not have high enough expectations of the amount and quality of their writing. In Year 1, where pupils are given more challenging work, standards are close to those expected for their age. In general, teachers do not make enough use of opportunities in other subjects to extend the range of pupils' writing.

6. Standards in mathematics are broadly average at the end of Year 2 in all aspects of the subject. Pupils achieve well in relation to their previous attainment. This largely reflects the increasing impact of the consistent implementation of the national numeracy strategy with the associated staff training. Teachers also make good use of their assessments to plan work that is matched well to pupils' differing needs, except in the case of some higher attaining pupils. Good attention is given to helping pupils develop their understanding of mathematics language. Teachers do not make full use of opportunities for pupils to use and apply their mathematical skills, including numeracy, in other subjects across the curriculum.
7. Standards in science are average at the end of Year 2 in all aspects of the subject, as at the time of the last inspection. Pupils achieve satisfactorily overall. They do well in learning about living things, the properties of materials and electricity. Some opportunities for extending pupils' enquiry skills are lost when pupils are not given the chance to explore and find answers out for themselves.
8. Standards in information and communication technology are average by the end of Year 2. Pupils achieve well in relation to their previous attainment as a result of recent improvements in, for example, the provision of a computer suite and good in-service training for teachers. It is too early to see the full effect of these improvements on standards. Not enough use is made of information and communication technology to support pupils' learning in other subjects. This is partly because the subject is mainly taught in weekly lessons in the computer suite.
9. In religious education, the majority of pupils meet the expectations of the locally Agreed Syllabus at the end of Year 2 and achieve satisfactorily, as at the time of the last report. They improve their understanding of their feelings and actions, and of the effect of these on others. They develop a sound understanding of the importance of learning from religions and an appropriate knowledge of Christianity and other world religions.
10. By the end of Year 2, the majority of pupils meet the expected levels for their age in geography, history, design and technology, music and physical education. Pupils achieve satisfactorily in relation to their previous attainment at the end of their reception year. Standards in art and design are above those expected and pupils achieve well. One reason for this is that they are taught a good range of skills and techniques from an early age.
11. Pupils with special educational needs and those with English as an additional language achieve well and make good gains in their learning, relative to their prior attainment. Both of these groups of pupils make good progress towards their individual targets and in lessons, due to carefully planned, well taught work and good support both from teachers and from skilled teaching assistants. The number of them who reach level 2, in the national curriculum tests, reflect their good achievements. Some higher attaining pupils in Year 2 are not always given challenging enough work. No significant differences in the achievements of boys and girls were noted during the inspection.

Pupils' attitudes, values and personal development

12. Overall, pupils' attitudes, values and personal development are very similar to those described in the previous report. However, the level of attendance has declined since that time.
13. All parents say that their children like coming to school, and this was borne out during the inspection in the levels of enthusiasm for school shown by them. In nearly four out of five lessons, pupils' attitudes and behaviour were at least good and in many it was better. This was true of all groups of pupils, including those with special educational needs and English as an additional language. Pupils are keen and eager to be involved in what the school offers. They join in all lessons and activities enthusiastically. In lessons they are eager, listen well, and are keen to answer questions and become involved. They are confident and they work hard at the tasks set for them. For example, in a Year 1 physical education lesson, pupils listened very well to the teacher telling them how to dribble the ball correctly, watched the demonstration by their peers to show them what to do and then set to the task with enthusiasm. They tried very hard to control the ball and concentrated on how they were doing it, correcting their action when advised by the teacher. At the end of the lesson, they had made good advances in their learning because of the good attitudes they had shown. In discussions with pupils, they show great enthusiasm for what goes on outside the classroom. All spoke enthusiastically about the Christmas play, 'The Donkey's Tale', and their involvement in it.
14. Behaviour overall is good. Pupils can be quite lively, but this reflects their enthusiasm. Sometimes pupils can be fidgety, such as when they are waiting in the lunch queue. However, they respond very well to any form of correction, because a consistent approach is used by all staff and because they are told why. Pupils know how they should behave and try hard to reach the high expectations placed on them. They understand these expectations because they are discussed in assemblies and classrooms and in circle time. Pupils help to draw up their class rules and the school playground rules, so they have had to think about what they want. The school council has also discussed behaviour; the members reflected a good level of understanding of the effect of their actions on others. Pupils spoken to are clear about what they must do if they feel they are being bullied; the very good relationships amongst pupils help to create an openness that ensures that pupils are willing to discuss their concerns with someone. However, the school does take any bullying brought to their attention very seriously and will explore the concern extensively. There are been no exclusions from school since the previous inspection.
15. Pupils' personal development is good overall, but very good in the foundation stage, as a result of very skilful teaching in this area. In Years 1 and 2, there are not sufficient opportunities for pupils to develop independence in their learning. In too many lessons, everything the pupils need is ready for them, so they do not have to organise anything for themselves. This does not build effectively on the good practice that is started in the foundation stage. There are other occasions when pupils do show initiative and independence. For example, in a Year 2 English lesson in Rowan class, pupils were asked to work in pairs. When the task was described, one pair realised that they did not have sufficient space to set out their cards, and so they sensibly moved to give themselves more room. In a design and technology lesson, pupils were told at the end of the lesson to clear away and this they did well without help. Pupils are happy to be involved in the day-to-day running of the school. They act as classroom monitors, watering plants and returning the register to the office. Year 2 pupils act as school monitors, delivering registers to classes and looking after the library. The school set up a school council nearly a year ago, involving the whole school from the nursery to Year 2. This innovation has elicited some good discussion, covering a wide range of concerns, from goal posts in the playground to toilets. The girls' request for some toilets to be specifically for them in the reception year cloakroom has been acted upon and is much appreciated.
16. Pupils are well mannered and polite, although they are sometimes a little reluctant to talk to unfamiliar adults. Pupils who have been, for example, particularly helpful or kind, are rewarded in assemblies; their peers are pleased to celebrate their achievements. Relationships are very good across the whole school community. Pupils work and play very well together, supporting each other when necessary. They show concern for others; for example, the friendship bench in the

playground is rarely occupied for long as other pupils come to ask any one sitting on it to play with them. Worthy of particular praise is the respect they show for others and especially those pupils from the language facilities. Most pupils from Rowan class are included into mainstream classes at various times during the week. They are totally accepted by everyone, fully included and involved.

17. Attendance at school is unsatisfactory, falling well below the level expected in primary schools. This is despite parents saying that their children like school. The levels of both authorised and unauthorised absences are too high. The level of unauthorised absence is due to parents not providing acceptable reasons for their child's absence, whilst the high level of authorised absence is due to illness, holidays and other family circumstances. This has an adverse effect on the learning of the pupils concerned. In one example seen, a Year 2 pupil arrived 45 minutes late for school and missed over half of a literacy lesson. Although the teacher explained carefully what he should do, this did not compensate fully for the opportunities missed in the earlier part of the lesson.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good overall and pupils learn well in many lessons. This contributes well to the improving standards and good overall achievements of pupils. The quality of teaching was good or better in just over three out of five of the lessons seen. It was very good in a fifth of lessons. No unsatisfactory teaching was seen, which is an improvement from the time of the last report, although a direct comparison is not possible as there have been a number of changes in the teaching staff since then. New teaching teams for each Year group are now in place, but there has not yet been sufficient time to fully develop consistency of approach in all aspects of teaching and learning. This has been hindered further because staff changes have resulted in changes in the co-ordination of subjects and because there is not yet a sufficiently rigorous and focused programme for the monitoring and development of teaching in place. The school has already started to address this situation. However, good improvements in the quality of planning and assessment since the last report already provide better continuity of learning for pupils and provide good support for pupils identified as in need of additional help.
19. Teaching is good overall in English, art and design, geography and design and technology and satisfactory in all other subjects. In religious education, no judgement could be made as no lessons were taught during the inspection period. The quality of teaching is good in the foundation stage. Here it was good or better in nearly nine tenths of lessons and very good in a third of them. It is very good overall in the nursery. This makes a strong contribution to the consistently good achievements of all children in the nursery and reception classes. The quality of teaching is satisfactory overall in Years 1 and 2. Although nearly half of the lessons seen were well taught, a higher proportion of these were in Year 1, especially in the core subjects of English mathematics and science. This means that in Year 2, average and higher attaining pupils, in particular, make satisfactory rather the good progress in the majority of these lessons. Lower attaining pupils and those with special educational needs are taught well throughout the school and this is reflected in the numbers of these pupils who reach the expected level 2 by the end of Year 2.
20. Basic literacy skills are taught well overall helping pupils to achieve well, especially in reading, and to make good progress in many lessons. One reason for this is that teachers have worked hard to implement the national literacy strategy consistently, helped by good guidance from the co-ordinator and by making good use of external training. Other reasons include the effective support given to lower attaining pupils and those with special educational needs in class, as well as the additional help given to carefully identified groups of pupils through, for example, the Early Literacy Strategy and the very well taught Reading Recovery programme. Phonic skills are well taught. For example, in a Year 2 lesson, the teacher helped pupils to make good progress in improving their listening and phonic skills as they practised the final sounds of words. She made good use of white boards, which involved them all. Her high expectations and careful ongoing assessments were reflected in comments, such as, 'No, N --, you didn't listen carefully enough. Try again and tell me the sound of the first letter.' Pupils responded very well, trying hard, listening carefully and this resulted in a good level of accuracy. Teachers do not make enough use of opportunities in

other subjects to extend the range of pupils' writing.

21. Basic numeracy skills are taught satisfactorily overall. In some lessons, pupils make good progress as in a well-taught mathematics lesson for Year 2 pupils. Here, the teacher used well chosen tasks that successfully encouraged higher attaining pupils to answer accurately challenging questions from each other. All pupils worked very purposefully in their groups, spontaneously moving to extension activities as soon as they had completed their initial task. However, in some other lessons, teachers did not challenge pupils sufficiently in the pace or choice of activity. In general, teachers do not make enough use opportunities across the curriculum to extend the range of pupils' writing, or to apply their numeracy skills in other subjects.
22. The quality of teaching of pupils with special educational needs is good. Work is well matched to their specific needs as a result of the clear targets in their individual education plans which class teachers and the co-ordinator for special educational needs draw up together. Teachers work very closely with their well-trained, skilled teaching assistants and brief them well. This enables them to provide good and often very good support for pupils' learning. As a result of this good teamwork, these pupils make good progress in lessons. At times, pupils are withdrawn from classes for individual or small group support with a teaching assistant, especially for speech and language difficulties. In a session observed, the teaching assistant motivated pupils very well through a good variety of games and puzzles, the choice of which showed a sharp awareness of the individual skills she was targeting. Consequently, the pupils made good progress. Teachers' planning and teaching methods take good account of the language and learning needs of pupils with English as an additional language, as a result of some helpful preliminary assessments. For example, lessons have a clear language focus which reflects both key vocabulary and sentence structure, as when pupils re-told the story of the bear using words like 'river' and 'grass' correctly. This enables almost all of them to participate fully in lessons. They also make good progress towards their targets when they are withdrawn weekly for good quality additional support.
23. In many lessons, there are strong features that contribute to the good attitudes pupils have towards their learning. Teachers manage their pupils in a very consistent and positive way. This is based on the very good relationships between all staff and pupils throughout the school. Most teachers help pupils to meet their high expectations of behaviour and attitudes to work by creating a calm, secure and purposeful atmosphere in lessons. They have a thorough knowledge of individual pupils, based on a good range of assessment procedures, that they use sensitively to support their learning and to promote their self-esteem and personal development. They listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many good examples of this were seen in lessons across the school. It means that pupils are keen to share their ideas, in spite of their often limited speaking skills, and to learn readily from their mistakes.
24. Other good features include the way that teachers work together very well as a team. They brief and deploy their teaching assistants very well, so that their skilled support has a very positive impact on pupils' learning. They make equally good use of additional help from parents or other volunteers. All teachers have developed very good partnerships with parents, as a result, for example, of welcoming parents in to the classroom each morning and providing excellent information for them. This means that homework activities such as reading, are valued and support pupils' work in class very well. Many examples were seen of teachers using good questioning skills in whole class sessions, to involve pupils of all levels of attainment and to ensure, for example, that boys and girls were equally involved. They are careful to choose resources and contexts for learning that are relevant to pupils and arouse their interest. As a result, pupils listen well and work hard in most lessons, showing how well they can concentrate and co-operate together.
25. The impact of such features on pupils' rate of learning was illustrated in a very well taught literacy lesson for Year 1 pupils. The teacher shared clear learning objectives with pupils for each section the lesson so that they knew exactly what they should be learning. She used very good questioning to help pupils develop a good range of strategies for reading unfamiliar words. For example, she encouraged pupils to predict words that she had covered over in 'Let's go on a Bear

Hunt', and extended their initial suggestions with questions such as, 'Would that make sense?' 'Is that word about the right length? Can you use the first letter as a clue? Her well-targeted questions showed a good knowledge of each pupil. She modelled the reading of the text very well, encouraging pupils to join in familiar responses and actions and all of this resulted in very good learning. Her lively approach captured the interest and full attention of boys and girls alike so that all were eager to participate. She matched the teaching of key words very well to the differing levels of attainment of pupils with very good questioning that ranged from exploring the initial sound of letters to the effect of a silent 'e' on the end of words. She gave very clear instructions for the well chosen group activities and motivated the pupils so well that they concentrated and worked hard, making very good progress. She used the end of lesson well to reinforce and extend pupils' learning about different strategies for reading, building on work they had done during the lesson.

26. There were some elements of teaching, where examples of good or very good practice were seen, but where there was some inconsistency between teachers. These frequently made the difference between good and very good teaching and satisfactory lessons. In many lessons in Year 2 in particular, teachers' expectations of average and higher attaining pupils were not high enough, especially in writing and in some aspects of mathematics and science. This is seen in the lack of challenge in some of the tasks set and through examples, both in the marking of books and in lessons, of teachers giving undeserved praise for inadequate or poorly presented work. This was also reflected in the way that the teaching was strongly directed, giving pupils limited opportunities to use their initiative or organise their own learning. In some science lessons, for example, this reduced the opportunities for pupils to develop their investigative skills. By contrast, in a well taught design and technology lesson for Year 2 pupils, pupils were encouraged to experiment with a range of items to find the best way of joining materials.
27. All lessons are carefully planned with clear objectives. However, not all teachers share these effectively with pupils. In the best examples seen, teachers not only discussed the objectives with pupils so they knew exactly what they should be learning, but kept pupils tightly focused by returning to them during the lesson. At the end, they encouraged pupils to evaluate their work against them, so that they knew how well they were doing. Plenary sessions are sometimes used well to help pupils not only review, but to extend what they have learnt and also to set the context for what they will learn next. Good examples of this were seen in several lessons in Years 1 and 2. In some lessons, plenaries are too brief and such opportunities are lost.
28. Teachers make good use of their termly assessments to set targets in reading and writing (and from this term for mathematics) for pupils to work on and share them well with parents. However, they do not yet use these consistently in lessons to help pupils focus on the areas for improvement. In a very well taught lesson for Year 1 pupils, the teacher made frequent relevant references to pupils' targets, such as, 'What do I need before I write the next word? N- this is your target,' to which the pupil replied, 'Leave a space'. The teacher pushed further with, 'Why must I do that?' to which he responded appropriately. During group work, she reminded pupils to check their work against their target and at the end of the lesson questioned them to see if they thought they had achieved it. This not only helped pupils to improve their work but also made them more aware of their own learning. However, in other lessons, although the targets were on the tables, teachers made little or no reference to them.
29. As a result of well-used training, teachers make confident use of opportunities in the computer suite to help pupils develop their skills in information and communication technology. However, they do not make sufficient use of this in the classroom to support pupils' learning in other subjects.
30. Particular improvements since the time of the last inspection are in planning and the good use that teachers make of the detailed ongoing assessments of pupils' work and responses. Schemes of work and topics are carefully planned and monitored to enable pupils to build on previous learning. Teachers plan weekly in year groups and this ensures that pupils in each class have similar opportunities and experiences. As a result of the improvements, lessons are now clearly focused and well structured. Several good examples were seen during the inspection week of teachers adjusting lesson plans to take account of pupils' responses and level of understanding in the

previous lesson. There are some inconsistencies in how well subsequent activities are matched to the needs of average and higher attaining pupils in some Year 2 lessons. Nevertheless, these developments have contributed to the good progress pupils make in many lessons.

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

31. The curriculum makes a good contribution to the educational standards achieved by pupils. Statutory requirements are met in all subjects, including religious education, sex education and personal, social and health education. The curriculum is suitably broad and balanced and meets the interest, aptitudes, special educational needs and additional language needs of all pupils and prepares them well for the next stage of education. Learning opportunities are good. Good use is made of visitors to the school and visits in the locality and further afield. Themed weeks are used well to enhance subjects. For example, there have been themed weeks for art, history, music and religious education. Such activities add interest and relevance to pupils' learning, contributing to their positive attitudes and good personal development.
32. Nationally published schemes of work have been adopted for most subjects, with appropriate adaptation to make them specific to the school. Policies and schemes of work are in place for all subjects and are regularly reviewed. Except for literacy and numeracy, many subjects are taught through science-led topics. The long-term and medium-term planning of the curriculum is good and helps pupils build on their previous learning. The scheme for religious education is in accordance with the locally agreed syllabus for Surrey.
33. The curriculum for the foundation stage has been effectively introduced and planned. The quality and range of learning opportunities overall for the children are good. They are very good in the nursery. Teachers ensure that all areas of learning are covered well and that tasks provided for children build on the learning needed for them to begin to achieve the expected early learning goals by the end of the reception year.
34. A satisfactory emphasis is placed on the teaching of the basic skills of literacy. The national literacy strategy is being implemented satisfactorily, although full use is not yet made of opportunities for developing writing across the curriculum. Satisfactory use is made of the National Numeracy Strategy but planned opportunities for mathematics and numeracy in other subjects are not fully developed.
35. The provision for extra-curricular activities is good. Three-quarters of parents who returned the pre-inspection questionnaire felt that the school provides sufficient extra-curricular activities. Inspection findings are that the school provides a good range. For example, there is a recorder club, a higher attainers' science club and higher attainers' mathematics club. Football and gymnastics clubs are run by an outside agency. The weekend 'Epsom Challengers' 'Kids' Club' for disabled children, is organised by a local charity. The enrichment of the curriculum by first hand enquiry, educational visits and visitors to the school is also good. Different subject areas are supported well by local visits, including those to the nearby shops, the local church, the public library and a walk around Ewell Village. Visits further afield include the National Gallery, Legoland, Birdworld, Hampton Court and the Weald and Downland Open Air Museum. Visitors include the school nurse, an art workshop, a poetry workshop, a technology bus, a travelling planetarium and speakers from Age Concern and Barnardos.
36. The provision for equality of access and opportunity is good. The curriculum is accessible to all pupils regardless of their level of attainment, gender, race, religion or background. Pupils with special educational needs and those for whom English is an additional language are given as many opportunities as other pupils to be involved in all areas of the curriculum, and particularly in developing their skills in English and mathematics through very good support by well-briefed teaching assistants. Pupils with speech and language needs in Rowan class are very successfully integrated in to as many mainstream lessons, as appropriate, especially physical education, history and geography, where they receive very good support both from class teachers and teaching assistants. The nursery is fully inclusive of the children in the language facility. The extra-

curricular activities are open to boys and girls.

37. The provision for pupils with special educational needs is very good. Their individual education plans are prepared very carefully and incorporate achievable, well-focused literacy, numeracy and social communication targets. There are good arrangements for using individual education plans to help to ensure that that individual needs are met whilst giving pupils full access to the curriculum. The provision in statements is implemented well. There is good liaison with outside agencies, such as the educational psychology service and speech and language services. Teachers and teaching assistants are very aware of the pupils' needs and support them very effectively. The school complies fully with the Code of Practice. There is good provision across the school to ensure that individual education plans are effective in meeting the needs of pupils with English as an additional language.
38. A register of able pupils now targets those talented in literacy, reading, mathematics, science and general knowledge. Weekly science and mathematics clubs are run for higher attaining pupils. However, higher attaining pupils in some lessons, especially in Year 2, are not always given appropriately matched work. The provision for these pupils, which was an issue in the previous inspection report has been partly but not fully addressed. The trend in the results for the national tests in writing is that girls appear to be doing less well than boys. This has been identified as an area for action by the school.
39. The provision for personal, social and health education is satisfactory and met through its regular curriculum. Sex and drugs education is addressed appropriately across other areas of the curriculum. For example, in science and in circle time, where pupils have the opportunity to sit in a circle and discuss issues of relevance to themselves. The school nurse visits the school regularly to talk to pupils about health issues.
40. There are very good links with the community to support pupils' learning. For example, pupils from Rowan class regularly visit a local riding stable, students from Kingston University have performed a drama about feelings, pupils visit the local church and shops and regular visitors include the school nurse, the fire service and a road safety officer. The community also regularly uses the school in the evenings, at weekends and in the school holidays. Parents are kept very well informed about the content of the curriculum through regular curriculum coffee mornings and displays outside every classroom.
41. Links with partner institutions are very good. There are very good links with the local pre-school and nursery groups. The transition to Danetree junior school, the main feeder school, is made easier by visits by teachers from the junior school to talk to pupils and to discuss with staff each pupil's areas of strengths and areas of need, levels of attainment and achievement. Prior to transfer, pupils spend a day and a half at the school for a variety of activities and a further day to visit with parents. Pupils have also used the science laboratory at Epsom and Ewell High School. Very good links have been made with local secondary schools and colleges, who send students for work experience and training in nursery education. Very good links have been established with the partner teacher training institutes. Trainee teachers are regularly placed in the school.
42. Provision for pupils' personal, spiritual, moral, social and cultural education is good overall. The spiritual development of pupils is satisfactory. This is a school where individuals are valued and their achievements are celebrated. During assemblies, which meet the requirements for collective worship, pupils regularly sing songs such as 'The Together Song' and 'We Care'. All members of the school community treat each other with dignity and respect. Religious education provides satisfactory opportunities to explore the values and beliefs of others further afield, but more could be done to capitalise on the different cultures and traditions of some of the pupils. Parents, vicars and visitors from the local community share their customs and faiths with pupils who also visit local places of worship such as the parish church. Music plays an important part in creating both focus and atmosphere in assemblies. Opportunities are missed both in assemblies and across the curriculum to promote pupils' spiritual development as these are not sufficiently planned. There are some missed opportunities for reflection and the discussion of emotions during circle time, but due attention is given to the importance of making each other happy. Pupils are helped to appreciate

the wonders of nature through looking at bulbs as they grow and burst into bloom or exploring the tinkling water in the school's reception area.

43. The very good provision for moral development noted during the previous inspection has been maintained. Teachers' clear expectations help pupils know from an early age what is right and what is wrong. Pupils understand that good work and behaviour and positive attitudes are praised and that unacceptable actions have consequences. Certificates celebrate kindness and sharing as well as good work. Pupils are encouraged to consider and discuss moral issues, for example, when drawing up their class rules and by taking part in the School Council. They think of others less well off than themselves by giving to a range of charities such as Barnardo's, the N.S.P.C.C. and Riding For The Disabled.
44. The social development of pupils continues to be good. This is helped by the quality of the curriculum so that all pupils, regardless of their needs, are included in activities. Pupils have good opportunities to meet friends from other classes during well-structured lunchtime activities where adults help pupils to spend break times harmoniously with each other. In the playground, they are encouraged to play together, to be considerate of one another and to take turns when using equipment. Pupils are given responsibilities within classes. For example, they take turns taking the register to the office and acting as library monitors. However, although good examples were seen of pupils being given responsibility for their own learning in design and technology, this aspect of the provision is in need of development. The self-esteem of Rowan class pupils is raised significantly as they move with some independence around the mainstream classes in physical education and topic work. Successful visits to the Bourne Hall Museum and to West Ewell give all pupils the opportunity to display the social skills they have learned throughout their time at school as well as developing their subject skills.
45. The cultural development of pupils is good and the provision noted at the time of the previous inspection has been maintained. The school celebrates the festivals of the Christian church as well as those of other faiths and cultures such as Hanukkah, Divali and the Chinese New Year. Music, from religious chants to pop music, is used to set the mood and contribute to learning in assemblies and some lessons. Very well displayed art work reflects the influence both of European artists and others from around the world. Cultural development is very well supported by visiting performing arts companies, such as Indian dance troupes, and school productions in which the pupils participate. Pupils learn of their own heritage through visits and local studies and geography provides opportunities to study people from around the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school has very good procedures to ensure the health, safety and welfare of its pupils. The staff work very hard to create an atmosphere in which pupils feel safe and valued. Pupils are very well known to teachers and they know that staff are always willing to help them. This knowledge contributes to the good attitudes that pupils develop.
47. The school's procedures for child protection are very good. There are four teachers trained in child protection procedures. Very good attention is paid to ensuring that all staff know what to do if they have any concerns in this area because the procedures are discussed annually. Appropriate procedures are in place to ensure good contact with other agencies in the case of pupils looked after in the community. The school has a thorough health and safety policy and the issues drawn to the school's attention in the previous report have been dealt with. The school has relevant policies to deal with trips out, the administration of medicines, accidents and emergencies. There are clear details on pupils who have particular medical problems and those with particular medical or dietary needs. Midday supervisors are particularly good at ensuring that pupils with food allergies are well cared for. Pupils are well supervised and safeguarded throughout the whole day.
48. The school has a good behaviour policy and good procedures to record and monitor any misbehaviour or bullying. If any unacceptable behaviour occurs it is noted by teachers and if the problem is persistent or causes concern, the headteacher becomes involved; she will generally get in contact with parents at this point. The anti-bullying policy is good. The school is very clear that

bullying is unacceptable. Racist language, incidents or harassment have not occurred but there are appropriate procedures in place. All pupils are well supported by all staff. There is currently no pupil in school requiring an individual education plan for their behaviour alone, but these are used if necessary. However, a behaviour target, such as sitting still for five minutes, may be amongst those set for pupils with special educational needs.

49. The school's personal, social and health policy is satisfactory. Teachers may record significant achievements in pupils' personal development, but this is not done so routinely. However, the very good detail in the annual report to parents shows that teachers know their pupils well; targets for pupils' personal development are sometimes mentioned in reports. Particularly good individual personal development is rewarded in assembly and a photocopy of the certificate presented is well displayed outside the hall. The culture of the school is based on providing pupils with good quality support and guidance.
50. Attendance is correctly recorded, but the level is too low. The recently introduced initiative to improve attendance by the weekly awarding of 'Fred the Attendance Bear' to the class with the best attendance each week is beginning to bear fruit. The level of authorised absences is high. Analysis shows that this is due chiefly to a high level of illness across the whole school and a number of single parent families where there is not the child care support to enable the parent to leave one child at home whilst taking the other to school. Coupled with these, is a small but significant number of pupils, who, because of their ethnic background, make extended holidays to their homelands. The head makes repeated requests to parents through newsletters to ensure that their children attend regularly and arrive punctually. She is now planning to follow up particularly unexplained absences more rigorously. Until recently, requests for explanations have come from the class teacher, but they are now sent by her; she is also being more proactive in contacting parents at the start or end of the day for a reason for absence. Further consideration of how to improve attendance is planned.
51. There is good liaison with outside agencies such as the educational psychology service and speech and language services. Teachers know their pupils with special educational needs very well and support them effectively. The school complies fully with the Code of Practice. Statements are up-to-date and the arrangements for ensuring that annual reviews are effective are very good. Key staff are very aware of the requirements of statements. The school uses information well from baseline assessments, annual reviews and from English and mathematics to set targets for pupils with special educational needs and in their statements. There are good arrangements for pupils with English as an additional language to assess in their first language and, as a result, the targets set for them are accurate.
52. The monitoring and support of pupils' academic performance and personal development are good overall. Effective systems for assessing and recording pupils' achievement are well supported by a comprehensive and clear policy. Very soon after children enter the school at the foundation stage they are assessed using the local authority procedures designed for this age range of children. Together with the evidence from parents it provides valuable information for teachers and is used well to plan activities that meet their needs. The data is analysed carefully and used by the school to identify the higher attaining pupils as well as those with difficulties. In English, mathematics and science, teachers' assessment of pupils' learning is good. Teachers assess their class termly against agreed end of year statements and use these to identify higher attaining pupils and those with difficulties. Individuals are carefully monitored for the progress they make and the assessments made at the end of each term used to predict the levels pupils are likely to achieve in the tests at the end of Y2.
53. Assessments are also used for setting individual targets in reading and writing. This is now being extended to include mathematics. However, there is some inconsistency in the effectiveness with which teachers use these in lessons to help pupils improve their work. The action taken by the school, as a result of the assessments made, through setting up an early intervention programme for pupils who give cause for concern, such as those for Reading Recovery, effectively supports their progress. Teachers have also met to examine samples of pupils' work to determine and agree on the levels attained in English, mathematics and science. These examples have been carefully

compiled and provide teachers with guidance on standards of work to be expected at each level of the National Curriculum. However this is not always used effectively to raise teachers' expectations of what pupils can achieve.

54. The introduction of 'Gold Books' for assessing pupils' achievement in all subjects has been well received by parents as these provide a good picture of pupils' progress from term to term. All work for one week each term is put into these books. Pupils take the books home to share their work with their parents, and on their return, parents meet with the teacher to agree targets for future learning. The system whereby all subjects have agreed end of year statements for each year group against which teachers assess pupils' attainment is firmly embedded in the school's practice, helping to provide consistency in teachers' assessments.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents express overwhelmingly supportive views of the school. They are very happy with all the areas on the questionnaire, especially the good teaching; they say that their children like school and they praise the approachability of the school. They are also pleased with the progress their children make and the high expectations that are set for them. Inspection findings support all the very positive views made by the parents, although it was found that teachers could set higher expectations for some pupils.
56. The information that parents receive is excellent; the way in which some of it is made available is outstanding. The school has an impressive open door policy that positively encourages daily contact between parents and teachers and other staff. All parents are encouraged to take their children to their classroom. Outside each classroom is a board that gives all the details relating to that class; the name and picture of all the adults connected with it, a timetable of lessons, an outline of what the children will be doing that term and any other relevant information. Furthermore, a blackboard message is written daily to greet the parents and pupils, to outline something specific they will be doing that day, set them a problem to solve together before school and reminders, for example, about the need for plimsolls in school the next day. All this readily available and accessible information ensures that no parent need feel that they are not kept up to date with events and information. The headteacher and other staff are readily available by telephone or appointment for the few parents who do not come to school, either at the start or end of the day. Parents can always use the reading record book as a means of communication if needed. Parents of pupils in the pre-school language facility are kept informed through home-school books and frequent, often daily, phone calls from the teacher. All parents from the nursery upwards receive a weekly newsletter that keeps them abreast of events and other information; other letters are sent to parents via the pupils on a more targeted need basis. This very open and welcoming approach by the school is much appreciated by parents. Those spoken to during the inspection praised the school for its approachability and said that the morning procedures make parents feel very involved in their children's education.
57. The annual report that parents receive on their children is of good quality overall. In Year 1 and 2 details on the core subjects of English, mathematics and science are very good. They identify very well the skills that pupils have mastered, what they have understood and what they can do and use with confidence. The details given in all other subjects are brief and are generally confined to what pupils have done or experienced and their attitude towards the subject, with few comments upon any skills they have gained. Reports for reception children cover the six areas of learning and give very good details in all areas. All reports are enhanced by the general comments made by teachers about each pupil's attitude to their learning, their personal development and the school's targets and expectations for what the pupil will achieve. Reports do not give parents any indication of how their children are doing against national expectations.
58. The nursery teachers make very good contact with parents before the children start there. This very good contact continues throughout the school. Parents have very regular opportunities to discuss any concerns with teachers. Apart from the daily contact at the start and end of the day, teachers have slots every Wednesday after school specifically for parents to discuss how their child is getting on. Every parent will be seen at least once during the year through this method, but

most will be seen more often. Arrangements to meet at other times are made if Wednesday is not convenient. There are meetings at regular intervals to discuss aspects of the curriculum, for example, to explain the school's approach to the teaching of reading. Every class holds a coffee morning and a cake sale every term, to which parents are invited. At this, parents are given an outline of the work for the coming terms and how they can help at home or with trips and work in class is discussed. About half of the parents attend these meetings. Most parents generally help their children at home by hearing them read and in school by providing additional books, pictures and artefacts for various topics and the information they receive enables them to do this in a way that really supports pupils' classwork.

59. Parents of pupils with special educational needs are involved in identifying their children's needs and are provided with appropriate support. They co-operate in reviews of progress and are encouraged to help with their children's learning. There are a few parents for whom English is not their first language. Although it is possible for the school to obtain the services of a translator, so far this has not been necessary. Most families have sufficient language to understand or have a family member who will translate; one boy in a reception year class interpreted for his mother. The head teacher tries hard and successfully to ensure that all parents understand what is happening in school and has secured their full confidence.
60. The school is very fortunate in having a very supportive Parents and Staff Association. Every class has a representative of this, so it is simple for information and ideas to be gathered and given. It organises a number of events each year, both social and fund raising for parents and children. The hard work and enthusiastic involvement is reflected in the fun and enjoyment everybody has and in the large sums of money raised each year. This money has been used to support the school in its work and extend provision for the pupils. This includes support for the new computer suite, both financial and practical, the annual leaver's party and a new liner for the swimming pool.
61. A number of parents come in to school to help. This may involve them in hearing reading or helping with mathematics or in practical ways such as helping to prepare the classroom and its resources or being a polar bear helper at Christmas. Teachers brief them well and it is clear that their help is valued.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The overall leadership and management of the school is good. There has been a satisfactory response overall to the weaknesses identified in the previous report. There have been good improvements in financial planning and management, as seen in the elimination of a deficit budget since the last inspection, and there are now good procedures in place to monitor the cost effectiveness of spending decisions in terms of pupils' standards and achievement. Some improvements in the provision for more able pupils and in enabling pupils to take more responsibility for their own learning have been put in place. However, further development in some areas, such as these, have been hindered by a significant number of staff changes since the last inspection. The school experienced some difficulties in recruiting suitable replacements for class teacher vacancies two years ago, which contributed to a fall in the school's performance in the national tests in 2000.
63. Since the appointment of the present headteacher and deputy headteacher two years ago several additional, effective and ongoing improvements have been made. For example, the national literacy and numeracy strategies have been implemented consistently. A well-focused programme of in-service training, both for teachers and teaching assistants, that has made good use of expertise from within and outside the school, has helped to bring about improvements in identified aspects of teaching and learning. Good systems for data analysis and tracking pupils' progress have been put in place and there is a strong emphasis on well-focused school self evaluation. These are being used well to provide effective additional support for pupils and to identify priorities for development and appropriate action to meet them. The impact of these changes can be seen in the good achievements of pupils and in the improving standards.
64. The headteacher provides very good leadership. Her role in creating a positive climate for change,

in motivating staff, gaining the full confidence and support of parents and securing the commitment of all to ongoing school improvement has been a critical factor in the improvements since her appointment. A good example of this was the way that the drop in standards in 2000 at the end of Year 2 was effectively reversed by 2001. The response of the whole staff team, through mutual support, hard work and the dedication of all to improving the quality of teaching and learning for pupils, contributes well to the common sense of direction and focus on raising standards further. This is clearly shared by governors and parents, as is the determination to maintain the high level of care and support for pupils and to ensure that all pupils, including those in Rowan class, continue to participate as fully as possible in all aspects of school life. A very strong sense of teamwork and partnership pervades the whole school to the considerable benefit of pupils. Teachers' good knowledge of individual pupils, the way they promote self-esteem and recognise achievements are good examples of how these aims are seen in practice daily. This makes a strong contribution to the positive attitudes and good behaviour of the pupils.

65. The headteacher, ably supported by the deputy headteacher, has the full support of all staff and they work together very well as an effective and efficient team to manage the smooth day-to-day running of the school and the pastoral care of pupils. The present senior management team is relatively newly formed, following staff changes, but is already making a useful contribution to the management of the school, through the analysis of performance data and the identification of key priorities for development. Its contribution is particularly useful as the three members include the co-ordinator for special educational needs and represent the foundation stage, Years 1 and 2 and each subject team, providing a good overview of the whole school.
66. As a result of the turnover of staff, subjects and key aspects of the school are now co-ordinated by four recently formed teams of teachers in order to provide continuity and to share expertise. It is too soon to judge the overall effectiveness of this arrangement. The teams have monitored planning, liaised with governors and produced useful half-yearly evaluations of the progress made in each subject towards the identified targets in the school improvement plan. However, their overview of each subject is limited, as they have not yet monitored the quality of teaching within them, although this is planned from next term.
67. The special educational needs co-ordinator, has ensured that the very good provision for special educational needs, identified in the last inspection, has been sustained so that pupils continue to achieve well. She provides very good leadership and support for class teachers and their assistants and liaises very well with support agencies. She keeps staff up to date with new initiatives and ensures that teachers' plans are relevant to pupils with special needs. The governing body fulfils its responsibilities in this area well and ensures good value for money. It receives regular reports on the provision for special educational needs, including those of the governor for special educational needs, who visits the school frequently. It is committed to providing high quality, well-trained teaching assistants for each class, and in promoting the very effective integration of pupils from Rowan class, wherever appropriate.
68. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the careful way that the performance management process is linked effectively to the targets in the school improvement plan and to the well-planned in-service training. Although the school has made good use of this initiative and of threshold payments, it has found the processes and paperwork involved very time-consuming.
69. The headteacher is adept at identifying and involving the school in initiatives and processes that contribute to effective school improvement, with the full support of all. For example, in addition to working with the local education authority support group, the school has a strong partnership with the local university and colleges, providing very good quality support for initial teacher training and other courses. The school is now working towards the Investors in People award. In the last year, the headteacher and her deputy have been part of a school self evaluation project, which has already helped to identify the key strengths to build on and priorities for improvement, which are to be incorporated into this year's school improvement plan. The current plan is already a useful tool to support developments in standards, teaching and all other areas of the school, although some of the targets are not easily measurable. It is costed well, closely linked to the planned provision

for in-service training and, as all teachers were involved in drawing it up, they are very aware of the priorities and fully committed to them. The progress of the plan is carefully monitored and evaluated in relation to their respective responsibilities by the headteacher, senior management team, subject teams and governors. This provides a good basis for continuing improvements.

70. Increasingly good use is being made of performance data to track and monitor the progress of individual pupils, through appropriate information systems. Test results are carefully analysed to identify weaknesses in the curriculum or in the achievements of particular groups of pupils so that appropriate remedial action is taken. All analyses include pupils from Rowan class, reflecting the inclusive nature of the school. For example, the school has already identified writing this year as a focus for development, as well as action to increase the number of pupils reaching level 3 in reading. The analyses are also used very effectively to identify lower attaining pupils who will benefit from additional support programmes such as Reading Recovery and Early Literacy Support. Teachers use detailed termly assessments well to monitor pupils' progress each term in reading, writing and, mathematics and science. They are also used to set end of year numerical targets for each pupil in their class, as well as for individual curriculum targets. However, the effectiveness with which teachers use these in lessons to help pupils improve their work varies.
71. Several aspects of monitoring and evaluation have been developed well and are used effectively to move the school forward. However, there is not yet a sufficiently structured and rigorous programme for the monitoring of teaching so that inconsistencies between classes and year groups can be identified and addressed and to spread the many examples of good and very good practice within the school. Although some lesson observations are carried out and feedback given to teachers, these are not yet coherently focused on specific areas for further improving the quality of teaching and learning.
72. Governors are committed and very supportive of the school and carry out their statutory duties well. Over the last two years especially, with a number of new governors taking up their positions, they have taken part in focused training and reviewed their procedures, so that the committee structures work efficiently together. The governors' curriculum committee, for example, gives good support. They meet regularly to discuss curriculum issues and to be briefed by subject co-ordinators. They also observe the teaching of different subjects with well-defined terms of reference and code of conduct and reports back to the full body. The chair of the curriculum committee has a very good understanding of the strengths and areas for development in the school's curriculum and of local and national educational issues. Several governors work regularly in school. All of this, together with detailed information from the headteacher has helped to inform the governing body's clear view of the strengths and weaknesses of the school and of what is needed to continue to take it forward.
73. The quality of financial planning and management is good and the knowledgeable, efficient administrative officer makes a good contribution to this. The funds received by the school are used effectively. Priorities for spending in ways to improve standards and achievement and to provide a good quality of education overall are clearly identified, such as the provision of a well trained teaching assistant for each class. This has a clear impact on the quality of pupils' learning. Good use is also made of specific and additional grants, for example, to employ a part time teacher for the Reading Recovery programme. The cost effectiveness of such decisions in terms of pupils' progress is carefully monitored. The school provides money from its own budget for the teaching of pupils with English as an additional language and the governors are proposing a value for money exercise similar to that which they undertake for pupils with special educational needs. The headteacher is also alert to opportunities for obtaining additional funding from the local community. Principles of best value are applied well. The school ensures through competitive tendering that they obtain best value for money when purchasing resources and services. For example, in this way, and by utilising the skills of parents, costs of the new computer suite were considerably reduced. The school's performance is compared with that of other schools to help evaluate the effectiveness of spending decisions. Parents are consulted well and frequently through letters, informal discussions and the Parent School Association about various aspects of school life.
74. There is a good number of suitably qualified and experienced teachers who are deployed effectively

to support the curriculum. There is a higher than average number of learning support staff who provide skilled, effective support for pupils' learning, including those with special educational needs and for children in the foundation stage. One reason for this is the close collaboration between the teacher and teaching assistant in each class. The administrative staff provide helpful, efficient support. The school is well supported at lunchtimes by the mealtime assistants, who, as all other staff, provide very good role models for pupils.

75. The quality of accommodation is very good. The buildings are cleaned and maintained to high standard and the site manager is clearly highly regarded and supports the headteacher and her staff very well in many ways. Two large playgrounds are used well and plans are in hand to improve facilities in the recently extended larger playground where playground markings have faded. There is a pond and 'wild area', well signed and secure, and a pleasant field that is used in the summer months. Two halls and a swimming pool support the physical education curriculum well and most classrooms provide spacious accommodation that impacts positively on pupils' learning. The size of the site means that it does take pupils some time to move between buildings and also to and from the playgrounds and occasionally the time taken impacts negatively on teaching time.
76. The provision of resources are good overall and very good in the Early Years and in physical education. The number of computers is satisfactory for the number of pupils in the school. Throughout the school there are displays to interest and motivate pupils and many of these contain photographs of past events, artefacts and books and posters that relate to both local and world events. There is a large, well used library but many of the non fiction books are now dated and have not yet been audited to identify where replacements are needed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

a) Raise standards in writing, which are below average at the end of Year 2 by*:-

- ensuring all staff have high enough expectations of the amount and quality of pupils' writing, especially of average and higher attaining pupils.
- providing more opportunities for pupils to apply what they are learning to their own writing.
- making more use of subjects across the curriculum for pupils to practise a variety of forms of writing.
- improving the consistency of pupils' handwriting and the presentation of their work.
- providing more opportunities for pupils to re-draft their writing to improve its accuracy and content.

(see paragraphs 5, 34, 106, 109, 113-117, 148, 168)

b) Continue to improve the unsatisfactory rate of attendance by*:-

- following up more rigorously those absences for which no adequate reason is given.
- continuing to stress to parents the importance of their children coming to school regularly and on time.

(see paragraphs 12, 50)

c) Further improve the quality of teaching towards the level of the best practice in the school by:-

- implementing a structured, focused programme for the regular monitoring and development of teaching.
- ensuring that all teachers provide challenging enough work for higher attaining pupils.
- providing consistent opportunities in lessons for pupils to take responsibility for aspects of their learning.
- making more consistent use of pupils' individual targets to help them improve their work.

(see paragraphs 5,19,26-30, 38, 53, 67, 71, 122, 126, 127)

In addition to the above, the following points for development should be considered for inclusion in the action plan:-

- Provide more planned opportunities across the curriculum to promote pupils' spiritual development (see paragraph 42).

**The school has already identified these areas for development.*

THE WORK OF THE SPECIAL EDUCATIONAL NEEDS UNIT

77. There are seventeen full-time pupils with speech and language difficulties and all have statements of special educational needs. They are attached to the Unit, known as Rowan class, which is an integral part of the school's inclusive provision for special educational needs. The school's provision for the pupils in Rowan class is very effective.
78. Overall attainment at the end of Year 2 cannot be judged because the group is too small for valid comparisons to be made. However, school and local authority data indicates that attainment varies between individuals according to the extent of their individual needs but is overall below the national average.
79. Achievement is good because these pupils start from a very low base. Work is well presented and pupils are making good progress in relation to their social communication needs or stage of language acquisition. Pupils learn well. Their relationships with each other and both teachers and support staff are very good.
80. Teaching by Rowan class staff, including support staff and speech and language therapists, is good. They understand thoroughly the needs of the pupils and make very good provision for the teaching of basic skills, especially language acquisition. Planning is good for both individual pupils and mainstream classes. In the latter, teachers and assistants work well together. Above all, there is careful joint planning between Rowan class staff and speech and language therapists with regard both to lessons and to individual education plans. As a result, teaching helps both the quality of learning and standards of achievement. For example, good strategies encourage pupils to listen and look carefully so that they can, for example, recognise colours and remember objects. Teachers challenge pupils to explain the letters behind a range of sounds and to see how books work in order to help them develop their own writing. In particular, the inclusion of social targets in individual education plans helps pupils to relate positively to each other and to adults and the quality of their personal development improves as a result. Behaviour management is very good for the minority of pupils who have particular frustrations or emotional needs. Teachers make good attempts to develop the spirituality and social and cultural awareness of pupils. This is evident in whole-school assemblies where all of Rowan pupils played a full part. The school also works hard to use parental and community links to raise achievement: for example, pupils derive great benefit from their riding classes at the nearby stables.
81. Pupils in Rowan class have a good curriculum. There are good arrangements for them to take part in mainstream lessons, such as physical education and topic work. Individual education plans are drawn up carefully and staff do very well to adapt teaching in mainstream classes to their pupils' needs. This means they are integrated very well into these classes and this is helped by the very good relationships with pupils from other classes.
82. Pupils receive very good quality support. Adults know the pupils very well and are fully aware of their individual needs. For example, an effective multi-disciplinary approach through the speech and language therapists contributes significantly to pupils' achievements by ensuring that their needs are both identified and addressed. Additional staffing is used well: in particular, there are excellent arrangements to encourage pupils' independence. There are good procedures in place for monitoring academic and personal development. Pupils' strengths and weaknesses are identified through accurate screening arrangements and levels of attainment are recorded carefully. Good use is made of assessment data to formulate detailed targets in all subjects.
83. The last inspection report commended the work of Rowan class and standards have been maintained. Overall, the quality of leadership and management is good. The school has a secure strategic grasp of the developments necessary for further improvement, including the need for continuing professional development in speech and language acquisition skills. There is, therefore, a good capacity within the present systems for continuing improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	23	22	0	0	0
Percentage	0	20	41	39	0	0	0

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

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)	40	270
Number of full-time pupils known to be eligible for free school meals		43

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y2
Number of pupils with statements of special educational needs	0	27
Number of pupils on the school's special educational needs register	14	73

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	9.9

Unauthorised absence

	%
School data	0.7

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	52	39	91

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	47	49	50
	Girls	34	36	37
	Total	81	85	87
Percentage of pupils at NC level 2 or above	School	89 (81)	93 (78)	96 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	48	50	48
	Girls	34	34	36
	Total	82	84	84
Percentage of pupils at NC level 2 or above	School	90 (77)	92 (84)	92 (87)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	2
Indian	5
Pakistani	0
Bangladeshi	1
Chinese	1
White	166
Any other minority ethnic group	3

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)	11.4
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	17
Total aggregate hours worked per week	409

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	40 (FTE)
Total number of education support staff	4
Total aggregate hours worked per week	96
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.4
Number of teachers appointed to the school during the last two years	6.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	808,857
Total expenditure	779,113
Expenditure per pupil	2,376
Balance brought forward from previous year	23,275
Balance carried forward to next year	53,019

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	359
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	72	27	0	0	2
Behaviour in the school is good.	51	42	2	0	5
My child gets the right amount of work to do at home.	50	41	3	0	5
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	66	30	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	74	25	1	0	1
The school works closely with parents.	73	25	1	0	1
The school is well led and managed.	76	22	0	0	2
The school is helping my child become mature and responsible.	66	31	0	0	3
The school provides an interesting range of activities outside lessons.	35	41	7	0	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

84. The school has maintained the good overall provision for children in the foundation stage since the previous inspection. The very good learning opportunities in the nursery provide children with a very good start to their education. This is a strength of the school. The very good teaching in the nursery is extremely successful in promoting each child's learning. A significant number of children join the nursery with poorly developed skills in speaking and listening and have limited knowledge of mathematics. Many find it difficult to mix socially and to take turns and share. Despite this, children achieve well in the nursery and reception classes and they successfully learn a wide range of skills. The range of attainment measured by baseline assessment show that children's attainment on entry to the reception classes is below average. The quality of teaching and learning in the reception classes is good overall and helps all children to broaden and consolidate their knowledge in all areas of learning. By the end of the foundation stage, the majority of the children are on course to meet the early learning goals in their personal, social and emotional development, creative and physical development and in their knowledge and understanding of the world. However, most children do not meet all of the early learning goals in their communication, language and literacy and mathematical development.
85. Children enter the nursery for morning or afternoon sessions in the autumn term before their fourth birthday. The nursery also provides a pre-school language facility for children with specific speech and language difficulties. Speech therapy for these children occurs within a fully integrated nursery environment for a full academic year. The very good ethos and sensitive support provided by the nursery staff successfully develops all children's self-esteem and sense of worth. From their first days in the nursery, children are skilfully assessed and targeted for focused support if there is any risk of them falling behind their peers. Most children transfer to the reception classes to start their full-time attendance in the autumn term before their fifth birthday. The nursery environment and three reception classes are very well organised and children have easy access to a wide range of resources to support their learning.

Personal, social and emotional development

86. Many children enter the nursery class with immature skills in personal and social development. By the time they leave the reception classes, they are reaching the early learning goals in this area. This shows very good achievement and reflects the very good skilful teaching, where children are constantly encouraged to feel confident about what they can achieve. The very good admission procedures ensure that plenty of time is given to parents and their children. Consequently, the children settle quickly in their new surroundings and very quickly begin to explore the variety of activities on offer. Children are given very good opportunities to play and work together and adult support is provided, when needed, to encourage them to take turns, share and show consideration for others.
87. In the nursery and reception classes, children show interest in the experiences provided for them and become increasingly independent in making choices and initiating ideas for activities. For example, when playing in the 'Air India' plane children in the nursery immediately take on the roles of flight staff, fastening seat belts, handing around food and 'flying' away. There are however, many children in the nursery, who need encouragement to play with others rather than alongside them. However, with the very good opportunities provided and positive approach by all adults, the children grow in confidence and learn to link up with others while at play. They are very aware of the routines in the nursery and willingly leap into action to help tidy up at the end of a session. The nursery is totally inclusive, with all the facility children having equal access to the very good opportunities provided. As a result, they make good progress in their personal and social skills.
88. In the reception classes, children work together well, share resources fairly and take turns appropriately when using the equipment. For example, when playing with the small world toys, farm animals and toy cars on a floor map, they display high levels of involvement and an

awareness of others by playing together harmoniously. Throughout the foundation stage, staff take prompt action to address any unacceptable behaviour. As a result, children's behaviour is good and they learn how to consider the consequences of their actions for themselves. By the time the children leave the reception classes they clearly understand what is right and wrong. They settle quickly to the more structured activities, such as literacy and numeracy and show ability to concentrate for appropriate periods of time. The children are enthusiastic about their learning both in the nursery and reception classes. Most children attend to their personal hygiene appropriately and put their coats on independently before going outdoors to play, although some still need help to fasten them.

89. Personal and social development is strongly promoted in all areas of learning and the planning is thorough. The well-established routines and caring nature of the provision in the nursery allow all children to feel secure and to grow in confidence. The teachers have created a very secure environment in which children are valued as individuals. In addition, to this there are many moments for fun provided by the staff, which strengthen the developing bond within the nursery. All adults working with the children in the foundation stage provide very good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. All teachers' promote children's personal independence effectively. For instance, in the nursery the well-planned focused activities provide very good opportunities for the children to choose whether to work alone, in small groups or to work with an adult. The reception teachers ensure that the children know what is expected of them in their new classes and that there is sufficient time for the children to initiate their own ideas through play. There is a very good range of resources to support this aspect of their learning.

Communication, language and literacy

90. On entry to the nursery, a significant number of children show delayed development in their speech and language. Many children use gestures, such as nods and shakes of the head, to communicate their feelings and answers to questions, or only use familiar words in isolation to identify what they do and do not want. Few children construct simple statements. Staff provide many very good opportunities for children to communicate with each other and adults. As a result they become more confident in their use of a growing vocabulary and, in general, make good progress in lessons. However, overall, by the time the children complete the reception year few attain the recommended early learning goals in communication, language and literacy. The very good teaching in the nursery ensures all adults ask questions sensitively and they give thoughtful responses to promote children's confidence.
91. All adults in the foundation stage show children that they value their efforts at communicating. In the nursery, activities are carefully planned which encourage children to give verbal responses to questions and also to extend their vocabulary. The nursery environment, both indoors and outside, is enriched by the signs and labels that reflect the importance staff put on the development of children's language. Dressing up clothes and role-play areas are used extremely well to stimulate communication between children. Children join these activities with great pleasure and enthusiasm. For example, they realistically act out the roles of airport staff, astronauts and drivers of the vehicles they build with large blocks. All children benefit from skilful individual support and lots of encouragement. Children make a start to reading in the nursery by having regular opportunities to share books with adults and to listen to stories. They enjoy listening to stories and become more confident in talking about the pictures. For example, the story of 'Mr Gumpy's Motor Car' was much appreciated by the nursery children, with one child commenting ' I love jumping in puddles'. However, the talk of many children in the nursery is limited.
92. Teachers in the reception classes, provide good opportunities for children to develop their speaking and listening skills. For example, during 'news' time, children are expected to share their news with a partner, listen to one another and then relate their partner's news to the class. As a result they learn to listen carefully, grow in confidence and begin to use talk to explain experiences. However, their communication skills remain below average. All children enjoy listening to stories and with encouragement talk about pictures in books. Although children in the reception classes

know that the pictures and print in books carry meaning, only the higher attaining children talk about their favourite parts of the story or recognise frequent words in their reading books. In the nursery and three reception classes, children have many opportunities to experiment with writing and to express themselves by mark-making. For example, in the 'Air India' role-play area in the Nursery, children 'check' in the passengers before their flight. While children in the reception classes, keep a list of passengers who have booked their seats to travel on the 'Eurostar' train. All classrooms are thoughtfully planned to promote the importance of language. Books are well displayed and the children are encouraged to enjoy them and use the stories they hear in their play.

93. Elements of the literacy framework are introduced gradually in the reception classes, and used well by teachers to meet the needs of the children. An appropriate understanding of letter sounds is developed through the use of a commercially produced phonic scheme. Although the older children can hear and say the initial sounds in words when matching words in games and puzzles, very few use this knowledge to help them read. Supplies of paper, pencils and crayons are readily available for children to use and they happily 'have a go' at writing and most can write their own name. However, by the end of the reception year only the higher attaining children use their knowledge of letter sounds to attempt writing more complex words. For example, one child wrote, 'I plad w my brthe' (I played with my brother). Many children however, are not confident in forming their letters and just make marks on paper that they give meaning to when talking with an adult.

Mathematical development

94. The good teaching and provision in the nursery and reception classes successfully promote children's mathematical development, although few attain the early learning goals by the end of the foundation stage. When they first start in the nursery most children have little idea of number. Regular sorting activities and number games are successful strategies for promoting children's learning. Every opportunity is taken to introduce children to mathematical language. For example, during science activities the children are introduced to words, such as 'big' and 'small' when talking about pushing the toys to make them move.
95. Teachers in the reception classes build on these learning experiences and have other imaginative ideas to enhance mathematical development. For instance, a reception class teacher used a number line and dot-to-dot picture skilfully with the children to help develop their understanding of the terms 'before', 'after' and 'next'. In this way, children not only learn to recognise the numbers but learn to count in order. Children in the reception classes can count out loud and recite numbers to ten. However, they do not always recognise the numbers out of sequence and very few are confident to calculate or use language to compare numbers. A few older children add two small numbers together but, in general, their understanding of addition and subtraction is at a very early stage and they still need a lot of support. Most children recognise colours, are able to name a triangle, circle and square and can copy a simple repeating pattern of two colours. Although many children make good progress during the foundation stage, by the end of the reception year, their attainment overall is below expectations in this area of learning.
96. Mathematical development is well promoted through the use of games and songs both in the nursery and reception classes. The very good teaching in the nursery ensures that the children develop their mathematical ideas through well-planned play situations. The more formal activities for mathematics are introduced carefully to the children in the reception classes through the framework for teaching numeracy. The work is well planned and children are encouraged to develop their mathematical ideas through many practical experiences. Teachers encourage children to count out loud and recite numbers to 10. Most children make good progress in their number recognition, but for many their use and understanding of mathematical language such as 'before' and 'after' and 'more' and 'less' to compare two numbers is below expectations for their age. Classrooms are used effectively to display numbers and give counting opportunities.

Knowledge and understanding of the world

97. Children enter the nursery with a low level of general knowledge. The nursery provides a very

stimulating environment and staff ensure that children's natural curiosity and enthusiasm is enhanced by questions that promote learning. Many children need encouragement to explore, investigate and ask questions. The good curriculum offers them a wide range of experiences to extend their knowledge of the world around them. Activities are very well planned and organised to enable children to explore aspects of the environment and to relate the work to their own experiences. The outdoor environment of the nursery is used extremely well to stimulate children's interest and develop their sensory awareness. For instance, a textured walk has been built and the many stimulating activities provide a wealth of experiences for the children to satisfy their curiosity. Discussion forms an important part of the work and children are encouraged to be observant and describe and what they see. For example, in the nursery, while cooking with the teaching assistant, the children were encouraged to use their senses to look closely at the ingredients and to talk about how the ingredients change as they mix them together.

98. In the reception classes, teachers build on these skills well, by providing opportunities for the children to observe and investigate toy cars moving down a slope. With support, children learn that pushing cars make them move and begin to recognise that a car will go slower on a rough surface. However, there is little evidence of children recording their observations. In the nursery and reception classes the children are provided with a wide range of opportunities that develop their understanding of the world in which they live. For example, they have had visits from a road safety officer, police officer, and visitors as diverse as the 'Reptile' lady and animals from 'Millar's Ark'. Children in the reception classes develop an appropriate understanding of the past as they are introduced to the history of transport through looking at books and photographs. They begin to identify the differences in the pictures of transport, such as the penny-farthing bicycle having a big and little wheel and their own bikes having pedals. However, their use of and understanding of the language of time, such as 'then' and 'now' is still at an early stage.
99. Good use is made of the school building to introduce children to features in the place they work. For example, while walking from the playground to their classroom, a reception teacher skilfully focused the children's attention to features of the school that they passed every day. Once in the classroom, the children were asked to recall the features and put them in the right order. Photographs, previously taken by the teacher helped children to do this. As a result, by the end of the lesson, many children were able to draw a simple map of the route taken that included some of the main features, such as the office, staff room and classrooms. Outdoor activities allow children in the nursery and reception classes to use a wide range of equipment and engage in role-play that relate to everyday experiences. For example, children in the nursery build roads and hills in the large sand-pit and use the toy cars imaginatively as they play.
100. These experiences are built on well in the reception classes as they have the opportunity to dig up the soil from a specified area, put it into a bucket and haul it up on a pulley system. A wide range of construction toys and materials are provided for the children to explore and use their skills to make models in the nursery and reception classes. They have an increasing understanding of modern technology as they regularly use computers in the nursery. In the reception classes, children make good progress and demonstrate appropriately developed skills in using a computer. They confidently use the mouse to click on icons to cause different things to happen on a paint program. The children are introduced to a suitable range of religions and beliefs, through listening to stories and using resources in role-play. A good range of planned activities, which always starts from what they know at the moment, enables the children to expand their experience and knowledge of the world.

Physical development

101. Children in the nursery achieve broadly what is expected for children of this age. They show increasing control and skills when using the wheeled toys outdoors and develop an awareness of space of around them. The secure fenced outside area attached to the nursery is very well resourced and provides children with an exciting, very good range of equipment for them to practise physical skills such as running, riding in cars, clambering over climbing equipment and sliding down the slide. Children have free choice to join activities outside or in the class. Staff make very good use of the space and the time outdoors equally well as the time indoors as a part

of the everyday activities provided for the children.

102. By the end of the reception year, children attain appropriate standards in relation to the early learning goals. They have their own designated outdoor play area, which is shared between the three classes and use the school hall for physical education lessons. Children have sufficient time outdoors to develop greater control in using the equipment, as when riding wheeled toys and learning to change direction as they cycle round a chalked road. In this activity, staff also promote children's social skills well and raise their awareness of writing for a purpose, as they have to 'write' their name on a list in order to take their turn when riding the tricycles. In physical education lessons, children show increasing control over their bodies as they move along the floor mats in different ways, such as rolling and 'bunny' hopping. In a dance lesson observed, the children learnt how to walk forwards, backwards and round in time to the music, 'Driving in my motor car'. They persevered in repeating the actions and by the end of the lesson managed to link the movements together to form a sequence. Staff successfully develop children's confidence and teach them to be independent when they change their clothes for a lesson.
103. Good opportunities are provided for the children to develop their finer manipulative skills in both the nursery and reception classes. For example, in threading beads, using brushes for painting, cutting with scissors and gluing with spatulas. They are also provided with an appropriate range of malleable materials, such as play dough and clay. Consequently, by the end of the reception year, the children demonstrate increasing dexterity and control in the use of scissors, construction sets and puzzles. Most children make marks with a variety of writing materials but in general their writing skills are at an early stage of development.

Creative development

104. A very good range of activities with well focused adult support and encouragement mean that children make good gains in learning and by the end of the reception year are well on course to attain the early learning goals. Children start from a fairly basic level of skill when they enter the nursery and make achieve well through a wide range of experiences in art, music and imaginative play. The 'Air India' plane in the nursery is very popular and gives very good opportunities for imaginative role-play. The children play alongside others who are engaged in the same theme and delight in acting out scenes such as, checking the passports and seeing the passengers onto the plane. Adults enthusiastically join in role-play activities and help children to develop their ideas and gain confidence. Their creative play indoors and outdoors is well linked to the topics. For example, during the time of the inspection the topic was 'Transport' and children in the nursery and reception were seen to be completely engrossed in their roles as train drivers, pilots and booking clerks.
105. Many children enjoy playing with the 'small world' toys to act out their own stories and create interesting models using a wide range of construction equipment. In their artwork children use paint imaginatively, print with different objects such as leaves and use a range of materials to create pictures. They explore clay and the resulting 'faces' on display are particularly good, with great care and detail shown to the added facial features. Children in the nursery thoroughly enjoy exploring the musical instruments and with the skilful support of an adult, learn to handle them correctly and distinguish the difference between playing them fast and slow. Children in the reception classes become more aware of musical terms such as beat and learn that instruments can be used to represent everyday sounds. All children learn range of songs by heart and particularly enjoy participating in action songs.

ENGLISH

106. Results of the national tests in 2001, at the end of Year 2, were average in reading and writing. The percentage of pupils reaching the expected level 2 in reading and writing was above the national figure. It was average in reading for those reaching the higher level 3, but below it for writing. Lesson observations, together with a scrutiny of current and past work, show that standards remain broadly average in reading, but are below average in writing, where fewer pupils are reaching level 2B or above. One reason for this is that, in Year 2 in particular, most teachers do

not have high enough expectations of the amount and quality of the writing of average and higher attaining pupils. Pupils' listening skills are average but below average in speaking. This is partly because the school has a high proportion of pupils with speech and language difficulties.

107. Many children enter the nursery with poorly developed language skills. As a result of good teaching in the foundation stage, they achieve well and, by the end of the reception year, standards in communication, language and literacy have improved but remain below average. Standards at the end of Year 2 fluctuate a little from year to year, because of variations in the numbers of pupils with special educational needs, including those from Rowan Class, in each year group. In the current Year 2, for example, just over a quarter of the pupils are on the special needs register. However, it is clear from the detailed records kept of pupils that most boys and girls achieve well overall in English, in relation to their prior attainment. Key factors in this include the good quality of teaching and the good support for pupils' learning that the skilled teaching assistants provide. The literacy strategy has been consistently implemented and carefully planned to help pupils build effectively on previous learning.
108. Pupils with special educational needs and those who speak English as an additional language make good progress towards their targets in all aspects of the subject, as a result of good teaching and the very good provision made for them. Lower attaining pupils in need of additional help are identified at an early stage. Class teachers and teaching assistants work closely together to help these pupils to do well, through well-planned, sensitive support in class and, where appropriate, through, for example, the effective use of a speech and language support group, the Early Literacy Strategy and the very well taught Reading Recovery programme. Pupils with English as an additional language are taught and supported well, both in class and when withdrawn for extra help. The good achievement of all of these pupils is reflected in the numbers who reach the expected level 2 in reading and writing.
109. Pupils achieve well in their listening skills during Years 1 and 2 and satisfactorily in speaking. By the end of Year 2, pupils' listening skills are better than their speaking skills and are broadly average. Most pupils listen very attentively to the teacher and increasingly to each other, responding appropriately to questions and instructions. One reason for this is the effective and consistent way that teachers manage and motivate their pupils. Many pupils achieve well in speaking clearly and audibly in relation to their skills on entry to school. They are reasonably confident in speaking in front of others, contributing to class discussions and in talking to adults. The very evident value that teachers place on what to each pupil has to say contributes well to this. Nevertheless, their speaking skills are below average. A significant minority have specific speech and language disorders. However, most pupils reply very briefly to questions, adding little detail even when prompted. When they speak in front of others, it is still sometimes difficult to hear what they say and this limits their response to each other's ideas. Many use only a limited vocabulary, often struggling to find words to express their ideas fully, which also has an adverse effect on the development of their writing skills. While some good examples were seen of teachers using skilful, probing questioning to help pupils improve their skills in this area, opportunities were frequently missed to extend pupils' initial, brief suggestions or replies to questions.
110. Some teachers extend pupils' vocabulary well through their emphasis on pupils understanding and using specific terms correctly and in exploring the meaning of unfamiliar words, such as 'embarrassing'. A good example of this was seen in a Year 1 lesson, when pupils were clearly familiar with phrases used by the teacher, such as 'lower case' and 'initial blend', but again, the approach to this is not yet sufficiently consistent. Teachers already provide good opportunities, for example, through weekly circle times, role-play and frequent oral group activities for pupils to practise their speaking and listening skills, although not enough consistent use is yet made of strategies, such as paired discussions, to help pupils order and articulate their thoughts.
111. Standards in reading are broadly average at the end of Year 2, Pupils of all levels of attainment achieve well. Several factors contribute to this. Phonics and key words are taught in a well-structured way and teachers monitor and support progress of individual pupils well. The well-planned use of the national literacy strategy means that pupils are familiar with the features, structure and use of non-fiction as well as fiction books. Teachers make good use of weekly visits

to the school library to reinforce this and to encourage children to borrow and take home books, in addition to those from the reading scheme, and often reading stories to them. In this way, teachers successfully foster pupils' evident interest and enjoyment of books, as well as through events such as Book Week and the visits of authors and poets.

112. Pupils have an appropriate sight vocabulary and many successfully use their knowledge of phonics to tackle unfamiliar words. Younger and lower attaining pupils also use picture cues confidently, while some higher attaining readers use expression very well. In one example, a pupil read an amusing account of the development bathing habits in Roman times and later with great enjoyment, understanding and very good expression, reading challenging words, such as 'medieval', accurately. Pupils of all levels of attainment often show that they understand what they are reading by substituting sensible alternatives for words they do not know. Good examples were seen of teachers using guided reading sessions well to help pupils improve their skills in these ways. While both boys and girls clearly enjoy reading, many find difficulty in talking about what they have read without considerable prompting. One reason for this, is the difficulty many have in expressing their ideas. Another reason for pupils' good achievement in reading is the close partnership developed between parents and class teachers, reflected in the home-school reading diaries and helped by the good information provided by the school for parents about how reading is taught and ways that they can help their child. Individual reading targets, for example, are shared with parents so that they can help their children to focus on these.
113. Standards in writing are below average. This is because, although most pupils achieve satisfactorily in relation to their prior attainment, in Year 2 in particular, the rate of progress of average and higher attaining pupils, is slower than in reading. This is mainly because teachers' expectations of the amount and quality of writing are too low and the writing tasks that they set are often not sufficiently challenging. Pupils with special educational needs and lower attaining pupils continue to do well because of the level of support they receive, but there is little evidence of pupils reaching the higher levels. Scrutiny of pupils' writing since September, shows that it is limited in range and quantity. Most pupils write briefly in very simple sentences, sometimes using capital letters and full stops correctly but they add little detail and use a limited vocabulary. Their spelling of simple words is reasonably accurate, as the majority of pupils are beginning to apply their phonic knowledge in their writing. Both teachers and teaching assistants provide good support for this strategy, as well as successfully encouraging pupils to make regular use of their individual dictionaries. A few higher attaining pupils begin make appropriate use of speech marks or to write with more interesting vocabulary, such as, 'Im so excited said Cinderella', (though unpunctuated), but others misspell common words such as 'told' and 'girl'. While the handwriting of most pupils is legible, it is inconsistent in size and form and untidily presented. In general, teachers do not provide enough opportunities for pupils to practise what they are taught in literacy lessons about the wide range of writing forms or for extended writing. Little use is made of opportunities in other subjects for this. There is little evidence of pupils learning to re-draft their writing to improve its content and accuracy.
114. Standards of writing this year in Year 1 are close to average, showing that pupils this year are continuing to build on the good start they received in the foundation years. One reason for this is that teachers in this year group give all pupils more challenging work and have higher expectations of what they can do, with the result that their writing over the last term shows good progress. Some average attaining pupils, for example, write simple sentences accurately with full stops, capital letters and with key words spelt correctly and others that are phonically plausible. Higher attaining pupils begin to include adjectives and connectives such as, 'The poor duck was tired because he got upset'. The school has already identified writing as an area for improvement and is currently reviewing its approach to the teaching of handwriting
115. The quality of teaching is good overall. This makes a strong contribution to the overall good achievement of pupils in the subject. In two thirds of the lessons seen, including those for pupils with special educational needs, it was good or better. No unsatisfactory teaching was seen during the inspection. However, there is some inconsistency between the year groups. The quality of teaching in Year 1 and of pupils with special educational needs in both year groups is good, and at times very good, in the majority of lessons. In Year 2, it is satisfactory overall with some that is

good. This is mainly because teachers' expectations of average and higher attaining pupils in Year 2 are not high enough, especially in writing. There were some examples of inappropriate group activities which, although designed to promote pupils' writing skills, consisted of little more than sequencing pictures, which was done very quickly, and then colouring them in. In another example in a Year 2 lesson, although the teacher modelled diary writing well in the introductory session, there was no opportunity for pupils to consolidate what they learnt in the subsequent activities either on that day or later in the week. By contrast, in a very well taught lesson in Year 1, pupils made very good progress in writing. The teacher modelled the writing of sentences from the beginning middle and end of a story, based on, 'We're going on a Bear Hunt', in a way which had a clear impact on the quality of pupils' subsequent writing. She targeted appropriately challenging questions at pupils of all levels of attainments very well, so that all were fully involved, listened very well and were keen to answer questions. She stressed the importance of saying the sentence to themselves before starting to write. Once a suitable idea had been suggested, she helped them to practise good strategies to support their own writing with brisk questions such as, 'How many words in the sentence?' 'What was the first word?' 'What do I need at the beginning?' 'Before I write the next word, what do I need?' She used every opportunity to help pupils to practise phonics skills to spell out the words and to highlight key words. In the writing activity that followed for higher and average attaining groups, pupils had clearly grasped this idea well and followed the pattern, which helped them to make very good progress with the accuracy of their writing. The strong sense of purpose set by the teacher, together with her high expectations, resulted in the pupils concentrating hard and producing a good amount of work. The teaching assistant worked very effectively with a group of pupils with special educational needs, developing their skills, vocabulary and confidence in describing a picture of the bear and helping them to use their knowledge of initial sounds to write some of the words. All of these features contributed towards the very good learning of pupils during this lesson.

116. There are, however, a number of strengths in the teaching of English apparent across both year groups that contribute to pupils' good overall achievements. Teachers use skilful questioning to target and include pupils of differing levels of attainment, reflecting the impact of good quality in-service training and support. This was particularly evident in the introductory whole class sessions in the literacy hour are generally well taught. This also showed the good knowledge that teachers have of the needs of individual children as a result of the detailed assessments they make. Teachers deploy and brief their teaching assistants very well, and this contributes to the very effective, skilled support they give to both pupils with special educational needs and other groups with which they work. This enables all pupils to participate fully in lessons. Teachers make good use of a good range of resources, such as small white boards, to help pupils reinforce their phonic skills and to apply them to spellings, making good use of partners of different levels of attainment so that pupils help each other, which they did willingly and sensibly.
117. Teachers make some use of opportunities for pupils to practise their word processing skills in the computer suite or occasionally in other lessons, but as yet they do not yet make full use of information and communication technology to support pupils' language development. Teachers use their assessments well to track pupils' progress, to adjust their planning and to identify those in need of additional support. They use termly assessments well to set individual reading and writing targets for them and these have been shared well with parents. Reading targets are often used well to help pupils focus on an area to improve. However, the effectiveness with which teachers use writing targets is inconsistent, with no reference made to them in some lessons.
118. Teachers have worked hard and successfully to implement the national literacy strategy very consistently so that the pupils build effectively on previous learning. The co-ordinator, who manages the subject well, has been instrumental in this by providing useful policy guidelines for new staff. However, she has not yet had the opportunity to monitor the quality of teaching of the new year group teams in order to identify areas for improvement and to highlight and spread good practice, although this is planned. Teachers make good use of in-service training, for example, to improve the quality of planning. Careful attention has been given to reorganising reading resources so that books can be more easily matched to pupils' needs and this has contributed to their good achievement. Pupils' learning opportunities are enriched through regular events such as visiting authors and Book Weeks and contribute well to their cultural development. All of these factors

have contributed well to the improving standards and achievements of pupils since the last inspection.

MATHEMATICS

119. Pupils enter the school with limited knowledge of mathematics and, although they achieve well in the foundation stage, standards remain below those normally expected when they enter Year 1. Lesson observations, scrutiny of both current and past work, the results of interim testing and discussions with pupils indicate that standards at the end of Year 2 are broadly average. This is similar to the results of the national tests last year, where the percentage of pupils reaching level 2 is higher than average, but below it for those reaching level 3. The current Year 2 classes contain a higher than expected proportion of pupils with special educational needs who achieve well in relation to their prior attainment. This is because the work planned is well matched to their needs and the teaching assistants support them very well. While there are relatively fewer higher attaining pupils, they are often not given challenging enough work, especially in Year 2. Nevertheless, overall, the majority of pupils, including those with English as an additional language, achieve well.
120. National test results have improved since the last inspection in line with improvements nationally. This reflects the increasing impact of the national numeracy strategy, with the associated staff training. Fluctuations in results from year to year are influenced by the differences in the numbers of pupils with special educational needs and, in 2000, by numerous staffing changes that impacted upon the continuity and progression of the learning experiences provided for the pupils. There is no significant difference between the performance of boys and girls.
121. By the end of Year 2, standards in using and applying mathematics are average, although teachers do not make full use of opportunities for pupils to use and apply their mathematical skills, including numeracy, across the curriculum. The school recognises that the development of pupils' mathematical language is important and rightly focuses on this aspect of their learning immediately they enter the nursery. Consequently, pupils develop a good understanding of mathematical language, as this is regularly reinforced in classroom activities. For example, pupils were encouraged to think of as many words as possible that meant 'subtract,' when they named the properties of shapes in their books and terms associated with balancing objects were carefully introduced to a Year 1 class. Pupils in a Year 2 class enjoyed the challenge of converting 'word' problems into addition and subtraction sums. In a Year 1 geography lesson, pupils drew plans of the school site gaining an understanding of words about position and direction in the process. During the inspection, there was only one example of computers in classrooms being used effectively to support work in mathematics, when pupils used a program to produce a tally chart showing the most popular means of transport for getting to school. In order to raise standards in using and applying mathematics still further, staff need to explore ways in which they can set challenges and investigations, which either link pupils' mathematical knowledge to everyday life or with work in other curriculum areas.
122. By the end of Year 2, pupils have a good understanding of place value relating to the addition and subtraction of tens and units, are confident when working in multiples of ten and can sort and sequence numbers. They recognise and draw pictures to illustrate fractions such as a quarter and a half and enjoy answering questions related to number at the beginning of mathematics lessons. However, this part of the lesson often lacks pace and higher attaining pupils, in particular, are not encouraged to develop mental strategies to help them recall number facts quickly and accurately. This is because questions for this group are often too easy and consequently these pupils' knowledge and understanding of the number system are not developed as well as they might be.
123. Standards in shape, space and measure are average. Pupils in Year 2 have made cardboard clocks and can tell the time to o'clock and quarter and half past the hour. They can identify cubes, cones, spheres and pyramids and have explored the number of sides and how many corners they have. They have begun to measure, using metres and centimetres, and are familiar with the terms kilogram and gram. The development of pupil's mathematical language is, again, quite rightly, a priority when lack of vocabulary sometimes impedes progress. A pupil in Year 1 thought that a

balance they were using to compare weights was called a 'weighter!'

124. Scrutiny of work shows that pupils complete work mostly in workbooks or on teacher-prepared sheets. Later in Year 2, pupils are given the opportunity to record work on squared paper and begin to learn the importance of good presentation if mistakes are not to be made in written calculations. All work is marked and mostly dated. Most marking is ticks with the occasional encouraging comment and it is the school's aim to mark work with the pupil as much as possible so that difficulties can be explained at the time the work is completed.
125. The teaching of mathematics is satisfactory overall. In Year 1, the majority of lessons were well taught. Where teaching is good, the lesson proceeds at a good pace, the pupils are challenged and motivated and there are opportunities given to pupils to explain their thinking and thereby consolidate their learning. For example, in a Year 1 class, the teacher was enthusiastic and targeted questions at individuals taking into account their differing levels of attainment well. Vocabulary associated with weighing was repeated throughout the lesson and, consequently, pupils made good progress in using the correct terminology when they explained what they had done. Teaching is less successful when questions are not matched to the pupils' level of attainment, when there are few opportunities for pupils to work collaboratively when solving problems and the pace is pedestrian, leaving many of the pupils working well within their capabilities. All lessons observed were well-planned and resources well prepared. Teaching assistants, who are all very well briefed by the teachers, support every class very well. They were observed working mostly with lower attaining pupils and these groups benefit greatly from the support they receive.
126. Good assessment procedures are used and the progress of individual pupils is tracked well as they move through the school. Plans are in hand to use teachers' termly assessment of pupils' work to set individual targets for improvement and the co-ordinator has already begun to prepare resource packs to challenge and extend the higher attaining pupils. The school has a good range of resources to support this subject. At present, the co-ordinator does not monitor all teaching regularly, to ensure, for example, that the needs of all pupils are being met.

SCIENCE

127. Overall, pupils in Year 2 attain average standards in science. This judgement is similar to the findings of the school's previous inspection and, in general, is the same as the 2001 end of Year 2 assessments made by teachers. Pupils' standards at level 3 were judged to be above average. However, during the time of the inspection these higher levels in science were not evident in the pupils' work. The main reason that standards are not higher than average is that most lessons are very directed and most higher attaining pupils are not given the opportunity to fully extend their investigative skills by finding the answers to questions for themselves. Pupils with special educational needs receive well-targeted support and reach satisfactory standards in relation to their previous attainment. No significant differences in the attainment of boys and girls were observed.
128. The strengths of pupils' achievement include their knowledge and understanding of living things, the properties of materials and electricity. Comparative weaknesses include the use of measurements in their science work and using information and communication technology to record their observations.
129. The quality of teaching and learning is satisfactory and promotes satisfactory achievement. Pupils with special educational needs are well supported in their learning and also achieve satisfactorily. Teachers give clear introductions to their lessons. This ensures that all pupils are aware of what is expected of them and understand how the present lesson is linked to their previous work. Teachers introduce and emphasise new vocabulary and concepts clearly and continually reinforce them during the lesson. Pupils are managed well and their interest and motivation are maintained by the careful use of questions and comments. This helps pupils make good progress in many lessons. A Year 1 lesson about squirrels illustrated several of these features and led to the

effective learning of the majority of pupils, including those with special educational needs. Through a skilful question and answer time the pupils learnt to recognise the different features of squirrels, such as, what they use their tails for and why they have sharp claws. Lesson planning overall is satisfactory and, in general, there is an appropriate match of tasks to the attainment levels of different pupils. However, the activities provided for higher attaining pupils do not always ensure they are sufficiently challenged in their thinking.

130. Teachers make good use of the 'Investigation Train' guidelines, which help them to structure their teaching of investigative science. However, opportunities to extend pupils' enquiry skills are lost by over-directing the investigations and not enabling pupils to explore and find out the answers for themselves. For instance, in the Year 2 lessons on testing different fabrics for their waterproof qualities, the investigation was carried out by the teachers for pupils to observe. Although they were asked to make predictions about what might happen when the water was sprayed onto the fabrics, and to consider how to make the test fair, this was not extended to letting pupils have the 'hands on' experiences to experiment for themselves. Support staff are well briefed and play a major role in supporting pupils with special educational needs. Minor weaknesses are also in the pace of lessons, where the demonstrations go on for too long at times, which results in some pupils losing interest. In addition there are insufficient opportunities for pupils to apply their numeracy skills fully in science. There was little evidence of the use of information and communication technology to enhance the pupils' learning.
131. Teachers are well supported by a clear scheme of work that is linked to a series of cross-curricular topics which have been carefully checked to ensure full coverage of the National Curriculum requirements. A focused science investigation is built into each topic. The subject is capably managed by a well-informed co-ordinator, who has set up a science group for high attaining pupils. Pupils' work and teachers' planning are monitored carefully but there is currently no programme to monitor classroom practice although this has taken place in the past. Useful assessment procedures and tracking systems are well established and used appropriately to focus on developing pupils' rate of progress. This is helping to raise teachers' expectations and support the progressive development of pupils' knowledge, understanding and skills. Learning resources for science are good and the school makes good use of its grounds and wildlife area for pupils to use for environmental studies. Science makes a good contribution to the pupils' spiritual, moral, social and cultural development, for example, through the study of the environment and visits to places of interest such as the Science Museum. Visitors invited into school, such as the 'Techno-Bus' and a mini-planetarium, further enhance the pupils' learning.

ART AND DESIGN

132. No art and design lessons were seen during the week of the inspection, but sufficient evidence to form a judgement on attainment was gained from the quality of pupils' work on display and in the samples provided for analysis. Indications are that standards are above average by the end of Year 2, which is the same as at the time of the school's previous inspection. All pupils achieve well. Pupils with special educational needs benefit from the effective support that they often receive from teaching assistants and this consolidates their good achievements.
133. On the evidence of the pupils' previous work, the quality of teaching is good and results in good learning for pupils. They are given the opportunity of experiencing a good range of techniques and developing a wider range of skills as they move through the school. Pupils get off to a good start from the time they enter the school, where the good teaching of basic skills, such as the mixing of colour using a technique known as WASPP, (Water and sponge, paint and palette) helps pupils to develop their confidence when experimenting with paint. Teachers' high expectations mean that pupils move on from basic art techniques quickly. They skilfully use a variety of media such as textiles, clay, printing techniques, pastels and paint to express their ideas. Pupils' understanding of the effects of colour develops well across the school and earlier experiments with shades of colour lead to effective paintings by the oldest pupils. Work done in the style of Monet shows an increasing awareness of the artist's approach. The pupils' use of colour is subtle and authentic, especially when portraying skin tones in both pastels and paint. Similarly, there are examples of pupils using a wide variety of collage and textile materials to communicate ideas about colour. For

example, they use fabrics of contrasting textures and colours to make large weavings of the moon and sun. Pupils have good observational skills and use these to record quite intricate detail accurately.

134. A particularly good feature of pupils' work is the strong link that it has with other subjects. For example, pupils in Year 1 mix paint to match the colours of a squirrel in science and in Year 2 pupils use pencils carefully to sketch vegetables, fruit and plants. In work linked to history they draw objects from the past. Design and technology is very closely linked to art. For example, older pupils design a multi-coloured coat and use card and split pins to make puppets. The work in their art and design books is carefully marked and comments provide pupils with points to consider when evaluating their own work. Tasks have sufficient challenge to stimulate pupils' interest and to extend their knowledge and understanding of art of different cultures. This was particularly strong during the school's 'Art Week', when a visiting artist from the Commonwealth Museum worked with pupils on aspects of African art. Throughout the school, pupils' learning is additionally enhanced by the very good support provided by the classroom assistants. The quality of displays around the school does much to create a rich, colourful environment.
135. The scheme of work ensures that pupils receive a wide range of experiences and provides for the progression of skills in the key elements. The Art Week has a good impact on pupils' work. Leadership in art and design is satisfactory. Management of the subject has changed since the previous inspection and is now overseen by a team of three teachers. Assessment procedures are generally satisfactory and consist of teachers' checking pupils' attainment against end of year statements. Resources are very good and teachers make good use of information and communication technology to support pupils' learning. The subject contributes well to the pupils' spiritual, social, moral and cultural development as, for example, they learn about other cultures, collaborate with others on projects and visit places like the National Gallery.

DESIGN AND TECHNOLOGY

136. By the end of Year 2, standards are broadly average. Pupils, including those with special educational needs and English as an additional language, achieve well in relation to their prior attainment. They design and make models from recyclable and commercial materials, identify appropriate materials that should be used, and evaluate their results. Their skills of cutting, sticking and joining are sound.
137. Pupils design, make and evaluate their work satisfactorily. For example, from recyclable materials they make models of buildings, with simple opening doors and windows, and vehicles, with moving wheels. They evaluate the success of their construction. As a link to science, they make shadow puppets using split pins and sticks to make the parts move and design and make a colourful coat based on the story of 'Joseph and his coat of many colours'. In food technology, pupils make cakes, which they evaluate for taste and appearance, and which are also sold to parents at curriculum coffee mornings. In one lesson seen, the higher attaining pupils wrote a set of instructions for making their product and evaluate the outcome, whilst the lower attaining pupils discussed with their teacher, teaching assistant or a parent helper how they made their product and how it could be improved. However, pupils are not always given the time to fully evaluate the final product. Pupils have the opportunity to use commercially produced construction materials but its use was not observed during the inspection week.
138. The quality of teaching seen was good and has been maintained since the previous report. Lessons are soundly planned, using national guidance, well organised and well resourced and provided good challenge for the pupils. However, teachers do not always share the lesson objectives of the lesson so that pupils know what they are about to learn and why. Pupils see a link with other areas of the curriculum and so the work has meaning and relevance for them. This results in pupils making good progress within lessons and achieving well. Teaching assistants and parents support pupils with special educational needs and English as an additional language well and ensure that they are fully included and achieve equally well. The attitudes of the pupils are good and they show pleasure and pride in their work and an eagerness to complete tasks. Teachers manage lessons well and this leads to good behaviour by pupils. They work in a calm

and purposeful way. In a good Year 2 lesson observed, the teacher matched the work well to the different levels of attainment of groups within the class. This ensured that the pupils were very motivated and absorbed by the challenging tasks set. The teacher used questions well to help pupils to compare different ways to join materials to make Joseph's coat of many colours. Pupils were then encouraged to experiment with glue, needle and thread or staples to find the best method of joining materials. Lower attaining pupils were given good guidance by the teaching assistant and a parent and encouraged to discuss their designs whilst higher attaining pupils were encouraged to make a written evaluation of their coat. The lesson also made a sound contribution to mathematics with lower attaining pupils designing repeat patterns.

139. The co-ordinating team has a good understanding of the strengths and areas for development in the subject. Since the previous inspection, the scheme of work has been revised to include national produced guidance and regularly reviews the scheme and policy. The scheme ensures that pupils develop their skills systematically. Satisfactory use is made of mathematical skills, such as measuring, when making models and artefacts or using standard measures when following a recipe to make cakes. The use of information and communication technology to support the subject is underdeveloped. Although some pupils were observed designing a coat of many colours on the computer, this was an extension activity, rather than as a design activity in its own right. Resources are good and include a small cookery area. An educational visit to Legoland supports the subject well. Judgements are similar to the previous inspection report.

GEOGRAPHY

140. By the end of Year 2, pupils attain average standards. All achieve satisfactorily but many pupils with special educational needs and those with English as an additional language achieve well because of the good match of work and the very good support they receive from teaching assistants.
141. All pupils make very good use of the extensive and interesting grounds, exploring paths and routes before undertaking work on mapping. In Year 1, pupils are placed in groups according to their level of skills and record, in different ways, the route taken by 'register monitors' when they return the attendance register to the office. Some sequence pictures and stick them down in the correct order, others draw the route and some cut out pictures of features of the school site and arrange them to form a simple map. When tasks are completed, pupils are encouraged to complete a quiz identifying photographs of items to be found on the school site and where they can be located. Pupils are enthusiastic when they talk about their work and this is reflected in their positive attitudes and good behaviour in lessons.
142. In Year 2, pupils used maps of the world and globes to identify climatic regions and what clothes it might be appropriate to wear. This was a very taught lesson and most pupils could identify the equator and knew that countries close to it would be hot. One pupil explained that 'the southern tip of South America is colder because it's further away from the equator.' They could identify all the continents and located the British Isles, comparing its size with Africa.
143. In both lessons observed pupils with special educational needs were very well supported, including pupils from Rowan class, who received additional support. This enabled them to participate fully in the lesson. In Year 2, these pupils unpacked a suitcase of clothes sorting them into piles suitable to wear in the country they were planning to visit. This exercise not only motivated and interested the pupils but also encouraged them to talk about what they were doing.
144. In the small number of lessons seen, the quality of teaching was good overall. Resources are well prepared, activities that will interest and motivate the pupils are planned and teaching assistants support pupils very well. Tasks were well explained and all pupils spoken to understood the learning objective of the lesson and worked with a sense of purpose, which led to good learning.
145. The cyclical nature of the curriculum meant that there was little work to scrutinise in pupils' books although long term planning shows that the geography curriculum has been planned carefully, linking in with science topics whenever possible, with computer programs detailed as appropriate.

Good cross-curricular links were also made during the school's 'Music Week' when pupils studied Australian music and drew maps of the continent and wrote about some of the plants and animals that live there. This contributes well to pupils' spiritual, moral, social and cultural development.

146. The co-ordinating team monitors planning which contributes to their good knowledge of what is taught, although there has been no opportunity to monitor the quality of teaching. The school possesses a good range of resources, which teachers use well to interest pupils and support their learning.

HISTORY

147. By the end of Year 2, pupils' attainment is broadly average and standards have been maintained since the last inspection. Overall, pupils' achievement is satisfactory, mainly as a result of the school having successfully integrated national guidelines into its own, carefully planned scheme of work. This helps pupils to develop their knowledge, chronology, observational skills and an awareness of change over time systematically. Pupils with special educational needs and those with English as an additional language achieve well as the result of very effective liaison between teachers and learning support assistants. A good example of this was seen when all adults present helped these pupils in a Year 1 lesson to understand why schools were different in the past, by drawing on their own experiences.
148. Pupils learn about people in the past, such as Florence Nightingale and George Stephenson; they answer questions about the past from observation well. For example, Year 1 pupils linked a wide range of artefacts to life in schools over fifty years ago well. Many pupils in Year 2 correctly sequence objects, such as clothes and houses, according to age. This is partly the result of some informed and enthusiastic teaching. Pupils respond well when given opportunities to find out about the past in interesting ways. The good relationships between pupils and with teachers contributed well to pupils' good attitudes and behaviour in the lessons seen. The majority of pupils worked with interest and showed appropriate concentration: for example, when they quizzed the local Ripley Veterans about old bicycles. However, they are given insufficient opportunities to express their ideas in writing.
149. Only teaching in Year 1 was observed during the inspection but, in those lessons seen, the quality was at least satisfactory, with some that was very good. This is confirmed by inspection findings from the scrutiny of work: planning is good and, as a result, pupils experience a good balance of skills and knowledge. Additionally, the teachers seen used artefacts and their own enthusiasm well to interest the pupils and help them to concentrate.
150. Overall, the subject makes an unsatisfactory contribution to the development of pupils' number skills as opportunities are lost and the use of information and communication technology is limited. The subject contributes well to the school's provision for pupils' spiritual and cultural development: pupils reflect on how people lived in the past. Additionally, their study of local and national history adds to their range of cultural knowledge; they enjoy their visits to the Brooklands Museum and around the local area and learnt much of value when fully dressed Romans and Victorians visited the school during a recent History Week. Where experiences such as these are interesting, pupils, including those with special educational needs, enjoy history and bring curiosity to its study, with the result that the quality of both their learning and their achievement improves.
151. The co-ordinating team has a good grasp of what is required and is keen to develop the subject further, although the lack of opportunity to monitor lessons hinders this. The issues from the last report have been addressed and improvement has been satisfactorily.

INFORMATION AND COMMUNICATION TECHNOLOGY

152. By the end of Year 2, standards are average and pupils' achievement is good. The good achievement is due to improvements in teachers' personal skills and knowledge and improved resources, especially the computer suite. Although this has yet to impact fully on pupils'

attainment, the improved provision is ensuring that more effective learning is taking place in lessons. Learning also accelerates in those classes where teachers, such as the subject co-ordinators, have particular expertise. Pupils with special educational needs and English as an additional language make good progress in lessons, especially where there is extra support provided by the teacher, teaching assistant or a volunteer parent. There has been good improvement since the previous inspection in teachers' skills and the level of resources.

153. By Year 2, pupils confidently use the mouse to log on, select from an on-screen menu, open programs, edit their work, delete and insert letters and words, print, log off and close down the computer. The majority of pupils show satisfactory standards in word-processing and are generally confident with the layout of the QWERTY keyboard. This represents an improvement since the previous report, when standards were judged to be in line with expectations but some pupils were unable to store and retrieve their work or use the keyboard and mouse with confidence. Pupils use the keyboard to word process stories about 'People who help us' or to create a simple story, using a selection of words and phrases, based around an on screen picture. For example, Year 2 pupils word process stories about a magic blue hat, a child dressed for sport or a woman dressed in pink. An art program supports the development of pupils' skills as they create night and day pictures by selecting colours and different sizes of spray and fill from the screen menu.
154. The quality of teaching in the computer suite is satisfactory overall. In a third of lessons observed in the suite the quality of teaching was good. No direct teaching was observed in classrooms and the use of class computers is generally unsatisfactory. During the inspection week there was little evidence of class computers being regularly used. In the suite, pupils are taught about new programs by a demonstration to the whole class. This gives them a good understanding of how the program works. However, teachers do not always share the objectives of the program or the lesson with the pupils so that they know what they are about to learn and why. During whole class introductions, some pupils find it difficult to see the monitor of the demonstration computer because of the size of screen used and the distance those at the back of the group sit from the monitor. In a good Year 2 lesson, the teacher introduced the program with a good whole class question and answer session, which targeted different pupils to assess their understanding of the previous week's work and the task for the lesson. The teacher clearly explained each step of the program. Pupils were well-motivated by the introduction and quickly set to work in pairs on the word processing task. The teacher ensured that pupils had equal access to the keyboard.
155. In the suite, the majority of teachers pair pupils with a "buddy" so that higher attaining pupils can support lower attaining pupils. This ensures that lower attaining pupils, including those with special educational needs, make good progress in lessons. However, it also results in low expectations for the higher attaining pupils and those who bring skills from home, and so they are not sufficiently challenged. For example, there was no evidence of pupils changing font size, style and colour when word processing or using the Internet for research or e-mail for communication. In a satisfactory Year 1 lesson observed, pupils were well motivated by the program and used their counting skills to 20 well to produce a simple tally chart of the ways they travelled to school. However, having quickly mastered the program the teacher did not have a suitable follow-up activity, especially for the higher attaining pupils, and so pupils' concentration waned and they became bored. Overall, boys and girls display the same good attitudes and growing confidence and interest in the subject. They are eager to learn new skills and are generally happy to share these with their "buddies" and with their classmates. However, it was observed that in their eagerness to move on, some higher attaining pupils do not always give their buddy equal access to the keyboard and mouse. Volunteer parents are given good guidance by teachers and support pupils' learning well.
156. Since the previous inspection there has been a good improvement in the subject, thanks to careful spending of national grants to improve staff confidence and resources and the excellent support given by the Parent-Staff Association to provide resources. A computer suite with 15 multimedia computers has been developed and multimedia computers have been purchased for each class. A national training initiative has resulted in improved knowledge and skills by teachers and teaching assistants. This has given staff confidence to teach whole class activities in the suite but not all are as confident when using class computers. Although teachers plan for computer activities in the

class, to support other areas of the curriculum, this does not always happen. The use of information and communication technology to support all areas of the curriculum is underdeveloped and, in some subjects, unsatisfactory. In the scrutiny of displays and pupils' work, there was little evidence of the cross-curricular use of information and communication technology.

157. The two co-ordinators manage the subject well and have ensured that there has been a good improvement in provision and in teachers' confidence since the last inspection. Their development plan identifies clearly the areas for development and the time scale. They have established good links with a local computer company, who give good technical support for the co-ordinators and staff. A friend of the school is developing an informative website that enables parents and pupils to have easy access to a range of information about the school, such as the prospectus, up-to-date newsletters, staffing, dates, homework and the Parent-Staff Association. Although at an early stage of development, this site is user-friendly and imaginative. The curriculum is being developed well and planning has improved. However, there is no systematic system to track individual pupils' attainment and achievement. Sound use is beginning to be made of the digital cameras to record work. The use of the Internet and e-mail by pupils has still to be developed. The limited number of displays around the school and the limited amount of work in pupils' books show that information and communication technology satisfactorily supports English, art and design technology. Some use is made in mathematics but opportunities are missed. In other subject areas it is generally underdeveloped. These issues have been recognised by the co-ordinators as areas for development. The subject is well placed for continued improvement and development.

MUSIC

158. By the end of Year 2, standards are average and pupils, including those with special educational needs and English as an additional language, achieve satisfactorily in relation to the standards reached at the end of the foundation stage. This is a similar outcome to the last inspection. Pupils are taught in a well equipped music room and, in the lessons observed, were well supported by teaching assistants who sat with the pupils and encouraged them all, especially those with special educational needs, to take a full and active part. Pupils sing in assemblies to recorded accompaniments and show that they are developing good control of pitch, dynamics and rhythm.
159. Teaching is satisfactory overall. In a Year 1 lesson, the teacher made a good cross-curricular link to English as she read the story of the Three Billy Goats Gruff and encouraged the pupils to play pitched instruments, such as xylophones and chime bars, to represent the sounds of the different characters in the story. The pupils went on to clap the rhythm of their name and some found this difficult but were encouraged to persist until they succeeded. In a Year 2 lesson, pupils were taught to become aware of changes in tempo as they explore the relationship between the words of a song and the impact they have on the speed as it is played and sung. One pupil suggested, 'The words make it go faster and slower.' The pupils enjoyed the lesson and concentrated well as the teacher introduced the idea of signalling or conducting to indicate changes of speed. Relationships between pupils in both lessons observed were very good as they co-operated well, sharing instruments and sometimes waiting patiently whilst instruments were re-distributed.
160. Teachers are well supported by a commercial music scheme that supports non-specialists well and ensures that the National Curriculum is followed. The curriculum is also enriched by events such as Music Week when a variety of events were organised involving both pupils and their parents and this makes a good contribution to pupils spiritual, moral, social and cultural development. Dancers demonstrated Indian dance and music, parents and friends of the school visited throughout the week to play instruments and enjoy musical activities with the pupils and younger children used un-tuned instruments to accompany nursery rhymes. Scrutiny of work also showed that pupils studied and played different types of instruments from around the world and wrote about their countries of origin. The school is well resourced with a variety of instruments kept in a music room where they are well displayed and easily accessible to all.

PHYSICAL EDUCATION

161. Standards overall in physical education are satisfactory This represents satisfactory achievement

for pupils and is a similar outcome to the last inspection. Inspection evidence indicates that pupils achieve well in swimming and gain above average standards in this aspect of the curriculum. One reason for this is that all pupils are taught weekly in the school pool, from Easter to the end of the autumn term. Pupils also benefit from the school having two halls enabling all pupils to have lessons in gymnastics, dance, and games every week.

162. In a well-taught games lesson for Year 1 pupils, they listened well as the teacher explained the activity and good progress was made as they learnt to dribble balls across the playground, with many beginning to demonstrate good control. They were challenged well, as the teacher encouraged them to dribble faster. The pupils enjoyed this activity and responded well to the teacher's encouragement and praise. In a dance lesson, also for Year 1 pupils, they listened to a tape and the teacher created a quiet atmosphere as she described the movement of snowflakes. She made good cross-curricular link to English as she encouraged pupils to describe the movement of snowflakes and one says, 'It is twizzling, twisting, drifting, gentle and quiet.' Pupils co-operated well together as they pretend to be snowflakes drifting down together and drifting against a fence, although the pace of the lesson dropped as a result of difficulties with the tape.
163. In Year 2, pupils were excited as they entered the hall for gymnastics. A teaching assistant was overheard encouraging a pupil to hurry and saying, 'Physical education is important, it helps the blood move round our body and is good for our heart.' The pupils proceeded to show appropriate control as they moved onto and along apparatus following different pathways. A teaching assistant worked with a pupil from Rowan class and through persistent encouragement persuaded him to join in with the rest which he eventually did, very successfully, receiving copious praise from the teacher and deserved applause from the rest of the class. This was one of many excellent examples of the way that pupils with special educational needs - especially those from Rowan class, as well as those with English as an additional language are fully integrated and supported in physical education lessons.
164. Teaching observed was satisfactory overall with some that was good. All lessons began with warm up activities explained well to the pupils with pupils in a Year 1 class feeling their hearts beat faster. Pupils were also encouraged in all lessons to demonstrate good practice, thereby providing good role models to follow. In the good lessons, pupils work quietly with a sense of purpose and are very responsive to the teacher, concentrating hard to improve the standard of their performance. Lessons are less successful where pupils are over-excited and do not focus well on the learning objective of the lesson. Teaching assistants supported very well in all lessons observed, taking an active part and constantly extolling the pupils to try harder.
165. The co-ordinating team has a good overview of the curriculum and there are useful guidelines to help ensure that pupils develop their skills systematically. Resource provision is very good with two well-equipped halls and a swimming pool that is well maintained and used to the maximum of its potential, both for pupils and for the community.

RELIGIOUS EDUCATION

166. No lessons were taught during the inspection period and no judgement can be made about the overall quality of teaching. Evidence from teachers' planning, samples of work and from talking to pupils indicates that standards of attainment by the end of Year 2 match the expectations of the locally agreed syllabus for religious education. Pupils' achievement is satisfactory. This represents a similar position to that at the time of the last inspection. Pupils have a satisfactory awareness of religions other than Christianity and most have an appropriate understanding of the importance of learning from religions.
167. Pupils show an awareness of aspects of Christianity, Hinduism, Judaism and Islam: for example, there was evidence of good work by older pupils on both the main Jewish festivals and Easter. Pupils in Year 2 have specific knowledge about the rituals and special books of different faiths: they know the importance of Easter, Divali and Hanukkah. However, there is little evidence to indicate that information and communication technology is used to support learning, and for pupils to research information. There are also limited opportunities to practise and extend their writing

skills. There are good links with All Saints Church, which pupils visit to learn about the parts of a church and the rituals associated with worship; however, not enough use is made of opportunities to learn from pupils of other faiths at the school.

168. Assembly themes take account of the need to reinforce learning in aspects of the subject such as the importance of festivals, such as Christmas, and also the development of early ideas about right and wrong. Now that a useful scheme of work has been developed, the main weakness in the subject is related to the absence of regular consolidation of learning through writing. Pupils with special educational needs and those with English as an additional language make similar progress in their learning to other pupils. The subject makes a satisfactory contribution to cultural and spiritual provision: pupils are aware of a wider range of world faiths and there are some opportunities to reflect on practice, for example when they examine the preparation for prayer undertaken by Christians in Church.
169. Overall resources and expertise are sound and there is a commitment to improvement on the part of the staff. As a result, the subject has a satisfactory capacity for improvement.