

INSPECTION REPORT

LORRAINE INFANT SCHOOL

Camberley

LEA area: Surrey

Unique reference number: 125006

Headteacher: Mrs S Cawson

Reporting inspector: Jennifer Nicholson
23036

Dates of inspection: 29 April – 1 May 2002

Inspection number: 195854

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:	4 – 7 years
Gender of pupils:	mixed
School address:	Highland Road Camberley Surrey GU15 4EX
Telephone number:	01276 65649
Fax number:	01276 66393
Appropriate authority:	The governing body
Name of chair of governors:	Mr Charles Barbor
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23036	Jennifer Nicholson	Registered inspector	Mathematics Geography History Religious education	Standards Teaching Leadership and management
9577	Elaine Parrish	Lay inspector		Care Partnership with parents
12997	Chris Cheong	Team inspector	Science Art and design Physical education Foundation Stage	Attitudes, values and personal development
18498	Denise Morris	Team inspector	English Information and communication technology Design and technology Music Equal opportunities Special educational needs English as an additional language	Curriculum

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lorraine Infant School is smaller than most schools. It is situated in pleasant spacious grounds in Old Dean, to the west of Camberley. It is smaller than at the time of the last inspection owing to the relocation of the nearby Military Staff College. Almost all pupils come from the immediate locality, a large area of mainly social housing, with identified pockets of deprivation. A privately run nursery, which most children attend before starting school, occupies part of the school building. One hundred and nine pupils attend the school, aged from four to seven years, including 34 children under the age of six in the Foundation Stage. These children are in two classes, one of which is a mixed reception and Year 1 class. Children start school in the September following their fourth birthday, initially attending for mornings only. There are similar numbers of girls and boys in the school. Year group numbers do not allow for single age classes and three out of the four classes are of mixed age. Evidence indicates that the school's social circumstances are lower than usually found. They are not fully reflected in the broadly average proportion of pupils, 16 per cent, that are currently known to be eligible for free school meals. Five per cent of all pupils come from homes where English is not the first language, higher than in most schools. About half of these pupils are in the early stages of acquiring English. The proportion of pupils with particular special educational needs is high, and across a broad range of problems including learning, hearing and visual difficulties. Two pupils have a Statement of Special Educational Need, which is in line with the national average. Two more statements are imminent. The attainment of most children on entry to the school is lower than expected for their ages, with a significant number of boys well below expectations. Few pupils are identified by the school as having the potential to attain highly. The school has achieved several awards, including two in recognition of good practice in working with parents, and one in praise of the out of school hours sewing club. The school has also received a Healthy Schools Award.

HOW GOOD THE SCHOOL IS

This effective school achieves satisfactory standards across the breadth of the curriculum. Records show that standards in swimming are good. Sound teaching enables pupils to learn effectively. Lessons are interesting and relevant and as a result pupils work purposefully. They behave well in class and around the school. The headteacher has a clear view of what needs to be done and tackles priorities in a competent and well-organised way. Governors are actively supportive and fully involved with the work of the school. The school provides satisfactory value for money.

What the school does well

- The headteacher leads the staff team strongly and effectively.
- The school looks after pupils very well; welfare procedures, including Child Protection procedures, are very good.
- The school offers a very good range of after-school clubs. It further enriches the curriculum by provision of French and swimming lessons; almost all pupils can swim by the time they leave the school.
- Behaviour is good; pupils get on well with one another and with adults.
- The school makes good provision for pupils with special educational needs.
- The school is very strongly committed to working in partnership with parents, with partner schools and with the private nursery on site.

What could be improved

- Assessment procedures to help teachers identify pupils' next learning steps are not systematic enough in subjects other than English, mathematics and information and communication technology.
- Full use is not made of existing assessment Foundation Stage procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the previous inspection, almost five years ago. The school has undergone substantial change since that time: almost all teachers are new to the school, pupils' attainment on entry to the school is less good than previously, and pupil numbers have been reduced by

one fifth due to the loss of the military families. Comprehensive systems have been established to address the main area of concern from the previous inspection, the role of subject managers. The systems are not fully operational for all subjects at present, however, because of the major staff changes. Many subjects are currently led by a co-ordinator who is new to the role. Most of the strengths identified at the time of the last inspection have been maintained well, although, due to the changes, standards in some foundation subjects are lower than previously.

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
	2001	2000	1999	2001
reading	D	E	E	E
writing	D	E	E	E
mathematics	E	E*	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The proportion of seven year old pupils gaining the expected Level 2 in national testing in 2001 was average in reading, above average in writing, but well below average in mathematics. Many scores, however, as in the chart above, were at the threshold of the level, and few pupils achieved highly. When scores at all levels were taken into consideration, however, standards overall fell below average in reading and writing, and well below in mathematics. Results were well below average when compared with schools that have a similar proportion of pupils known to be eligible for free school meals. Evidence suggests that such comparisons do not fully reflect the school's socio-economic circumstances. When compared with schools that match the school's situation more closely, overall results for reading and writing were in line, but in mathematics they remained below. Standards in science were well below overall.

Whilst standards in reading and writing have fallen below, or well below, national averages since 1998, they show an upturn in the last two years since the appointment of the new headteacher. Standards in mathematics have been consistently below, or well below, average since 1997, but the 2001 results show improvement. The school's targets for testing in 2002 are challenging. They reflect the school's strong commitment to improvement.

During the inspection, standards for seven year olds were found to meet expectations overall. Standards in English, mathematics and science are broadly satisfactory, reflecting the upward trend and the school's success in steadily increasing the proportion of pupils who cross the threshold of the expected Level 2. Records show that the school achieves good standards in swimming. Children in the Foundation Stage are likely to achieve the goals set nationally for the end of the reception year in all areas of learning, apart from speaking and reading. They do well in aspects of personal, social and emotional development, and in aspects of mathematical development.

Pupils achieve well overall as they progress through the school, from some low starting points on entry to broadly satisfactory standards when they leave.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; most pupils are very keen to answer questions, and are well motivated to improve. They are clearly interested in such subjects as history and science and settle quickly to independent work.
Behaviour, in and out of	Good; pupils are friendly, polite and helpful. They are almost always well

classrooms	behaved.
Personal development and relationships	Good; pupils relate well to one another and to adults. They take on responsibility happily for tasks around the school.
Attendance	Satisfactory; however a small group of pupils is regularly late.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Satisfactory	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 satisfactory overall, enabling pupils, including those with special educational needs and those with English as an additional language, to learn effectively across the breadth of the curriculum. Sometimes teaching is very good, especially for the youngest children, where lessons are particularly imaginative and stimulating. No unsatisfactory teaching was observed during the inspection. This is an improvement since the previous inspection. The main strengths in the teaching lie in the variety of teaching methods used. Teachers use questioning skills to good effect, to link current learning with previous experience, or to develop pupils' thinking skills. Their explanations and instructions are clear so that pupils know what they need to do. They share with pupils the learning focus for each lesson and provide relevant practical tasks. As a result, pupils are interested, keen to participate, and work purposefully. Teachers are well organised and lessons are well structured. Teaching assistants make a good contribution to teaching through their well-informed support for individual pupils and small groups. Teaching and learning in English and mathematics are good, reflecting teachers' good subject knowledge. Comprehensive assessment procedures in these subjects enable teachers to match the work appropriately for groups of pupils with differing abilities, and to challenge pupils effectively. In some subjects, however, challenge is less closely linked to pupils' abilities, and pupils, including those with the potential to achieve highly, are given the same or similar tasks. Other shortcomings occur when younger children have insufficient time to engage in planned and purposeful play, or to share books with adults individually or in small groups. Teachers manage pupils effectively overall, and as a result behaviour is almost always good. Pupils only occasionally become restless or inattentive when the teacher does not make behaviour rules clear enough, or when the task does not best suit their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is broad, balanced and relevant and enriched by French and swimming. The quality of extra-curricular provision is particularly good.
Provision for pupils with special educational needs	Good; pupils are supported effectively and are fully included in all aspects of school life. They make good progress towards individual learning targets.
Provision for pupils with English as an additional language	Good; their needs are monitored carefully, helping them to learn effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; the school promotes effectively pupils' understanding of the feelings and experiences of others. Pupils are given good opportunities to talk, work and play together, and to understand the difference between right and wrong. The school provides suitable opportunities to widen pupils' appreciation of a range of other cultures.
How well the school cares for its pupils	Very good; staff know their pupils well and are kind and caring. Procedures to ensure pupils' safety and welfare are very thorough. Good assessment arrangements for English, mathematics and information and communication technology identify how well pupils are progressing. The assessment of other subjects is not well enough developed.

The school works hard to promote a strong partnership with parents, seeking their views and valuing their contributions. Parents are appreciative of the school's open approach.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher has a clear view of the needs of the school and leads the committed staff team strongly. Senior management is supportive. Subjects are managed satisfactorily overall.
How well the governors fulfil their responsibilities	Good; governors are well informed and actively supportive. Good systems are in place to enable them to influence the work of the school.
The school's evaluation of its performance	Good; national test results are analysed carefully as part of the target setting process. They are also analysed for common weaknesses to inform future teaching. Comprehensive monitoring systems are in place to evaluate and develop further the work in classrooms.
The strategic use of resources	Good; the school makes good use of its resources for the benefit of pupils. It carefully applies the principles of best value.

The school provides sufficient suitably qualified teachers to meet the demands of the curriculum, and also a good level of trained teaching assistants. The spacious accommodation is used effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • The headteacher and staff are friendly, kind and supportive; they deal with concerns or worries quickly and effectively. • The after-school clubs are very good; all children get a turn. • The school expects the children to work hard and do their best. • The school cares very well for children with particular needs. 	<ul style="list-style-type: none"> • A few parents would like to have more frequent meetings to find out how their children are getting on. • Punctuality is a concern. • Staffing has been a bit unsettled with changes and with teachers out of class on courses. • A few parents consider that the school does not work closely enough with parents.

Inspectors agree with parents' positive views, and also that punctuality is a concern for a small group of pupils. Inspectors consider that good arrangements are in place for talking to parents about their children's work. These include termly consultations and daily informal opportunities. The school integrates new staff quickly into the work of the school, valuing the new approaches that they bring. The school makes every effort to ensure that replacement teachers are familiar to pupils so that learning continues smoothly during regular teachers' training sessions.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In national testing for seven year olds in 2001, overall standards in reading and writing were below average and in mathematics they were well below. Few pupils achieved highly. Results reflect some low starting points on entry to the school. It is to the school's credit that in writing, an above average proportion of pupils achieved the expected Level 2, although many were at the threshold of the level. In reading an average proportion gained the expected level, but in mathematics pupils did less well, the proportion being well below average. Overall results showed that there was little difference between the performance of boys and girls, reflecting inspection evidence.
2. In comparison with schools that have similar numbers of pupils eligible for free school meals, results were well below average overall. Evidence suggests, however, that these comparisons do not fully reflect the socio-economic status of the school. When compared with schools that more closely match Lorraine School's circumstances, standards for reading and writing were found to be in line, although in mathematics they remained below. Standards in science were well below average overall. The school considers that the low science results reflect over-stringent teacher assessments through some lack of subject expertise. Although results have been below average overall since 1998, results for reading and writing show an upturn in the last two years so that they are now closer to the national average. Mathematics results are beginning to show improvement.
3. The nature of the school has changed considerably since the time of the previous inspection. The school roll has dropped by about one fifth due to the relocation of military families from the nearby Staff College. Almost all teachers are new. Assessments undertaken when children enter the school are lower than previously. Scores are consistently below local averages.
4. Most children enter the school with an overall level of attainment lower than that found generally, with a significant number of boys well below expectations. Few children are identified as having the potential to attain highly. Children in the Foundation Stage, in the reception and mixed reception and Year 1 classes, are making steady progress towards the early learning goals set nationally for the end of the reception year. Most children are likely to reach the goals in all areas of learning apart from speaking and reading. They make good progress in aspects of personal, social and emotional development, in writing, in counting aspects of mathematical development, and in knowledge and understanding of the world. Standards are broadly similar to the time of the last inspection although speaking and reading are less good, reflecting lower starting points.
5. Observed standards for seven year olds broadly meet expectations across the breadth of the curriculum. Standards in English, mathematics and science are broadly satisfactory. Inspection findings reflect the school's success in steadily increasing the proportions of pupils achieving nationally expected levels through targeted teaching and support, especially effective in literacy. Pupils apply their knowledge of sounds and letters well to support reading and writing. Records show that in swimming pupils do well. All groups of pupils, including the higher attaining are making some good strides in their learning, in literacy in particular, because of the targeted teaching. Pupils with special educational needs are enabled to make good progress towards their individual targets through effective support. Pupils for whom English is an additional language make good progress in their acquisition of English. Teachers speak clearly and make sure that these pupils fully understand what they have to do.
6. Standards in some subjects are less good than at the time of the previous inspection, for example, design and technology and physical education. In these subjects, standards were found previously to be good, whereas now they are satisfactory. These declines may be due to changes in the nature of the school.

7. The school has set challenging and ambitious targets for testing in 2002, including those for higher attaining pupils. Pupils in the two older classes have individual targets to identify their next learning steps and what they need to practise to improve.

Pupils' attitudes, values and personal development

8. Across the school, pupils' attitudes, behaviour and personal development are good. This is similar to the findings of the last inspection.
9. Pupils are keen to come into school and enjoy school life. They mostly co-operate well with teachers and with one another and conform to the structures of school life. Teachers help pupils to develop positive attitudes to their work by their use of praise and by presenting tasks in an interesting way. Pupils usually show high levels of interest and enthusiasm. They put up their hands to answer questions in whole class sessions. For example, in the reception class when children looked at the diary of the growth of a plant, they wanted to suggest the words for different plant parts. Foundation Stage children are developing satisfactory personal and social skills.
10. With minor exceptions, behaviour is good at both the Foundation Stage and in Years 1 and 2. At the Foundation Stage, children are set clear goals and are given good behavioural guidance by the adult team. They quickly learn to follow rules and, as a result, behaviour is generally good, although sometimes children shout out too much in whole-class sessions. Targets for children who have behaviour difficulties are clearly defined. The behaviour of these children is steadily improving through the effective support of teachers and teaching assistants. In Years 1 and 2, pupils' good behaviour contributes to their progress in lessons and to the ethos of the school.
11. Pupils are friendly and polite to staff and visitors. They form good relationships with one another and with the staff, and mostly communicate easily with adults. They willingly share resources; for example when mixing paint in limited space. There is a happy, orderly atmosphere in which children feel secure and able to contribute. Sometimes pupils are given time to talk in pairs about a given topic or question. This works well and helps supports pupils' personal development and relationships. Pupils mostly listen attentively to each other's contributions in class discussions. They are sensitive to others' feeling and beliefs. They do not discriminate against pupils who are less able and all pupils take part in all aspects of school life.
12. All the adults in the school show that they value children. Through their planned and incidental discussions with them, staff reinforce positive child-to-child relationships while being good role models themselves through their calm and friendly manner. The recently introduced personal and health education programme contributes strongly to this area of school life. Acts of collective worship often have themes such as friendship and caring for people. Pupils take on many small jobs and responsibilities. They take the register, stack chairs and are encouraged to take responsibility for their own physical education kit and book bags.
13. Attendance is satisfactory. It is broadly in line with national averages. Parents are given clear instructions about the importance of notifying absences and most co-operate with the school's drive to improve attendance. Although most pupils are keen to come to school and arrive promptly, some pupils are late, a few regularly, and this disrupts the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall, enabling pupils, including those with special educational needs and those with English as an additional language, to learn effectively across the breadth of the curriculum. Half of all lessons observed were good or better, a smaller proportion

than at the last inspection. The remaining lessons were satisfactory. No unsatisfactory teaching was observed, representing an improvement since the last inspection. Changes in the quality of teaching reflect significant changes in staffing in the last two years including some disruptions.

15. In four lessons observed, mainly with the youngest children in the reception class, teaching was very good. Teaching in English and mathematics and history is good with well-structured lessons and tasks that match pupils' differing abilities effectively. The best lessons overall move at a brisk lively pace and engage pupils' attention and interest very well. Teachers are enthusiastic and clearly enjoy the lessons, and pupils become involved and concentrate well. Teachers use imaginative and sensitive approaches, such as introducing 'Polly Position' and 'Suzie Subtraction' to help the youngest children in their mathematical learning. They use probing questions which effectively lead pupils' thinking forward, for example about important issues in religious education.
16. The quality of teaching for children in the Foundation Stage is satisfactory overall with strengths in the teaching of some parts of mathematics, writing, and knowledge and understanding of the world. Teachers and teaching assistants collaborate well together, and teaching assistants usually make a valuable contribution to children's learning. Adults have satisfactory knowledge and understanding of what interests young children and helps them to learn. Shortcomings occur when the balance between work directed by the teacher and the range of other guided activities is not always appropriate in both classes. Active learning and purposeful and challenging play are not consistently evident. In reading and other areas, opportunities are sometimes missed to reinforce learning sufficiently well or help children to form connections between areas of their learning. Sometimes the more able children are insufficiently challenged.
17. Strengths in the teaching include the good range of methods and strategies that teachers use. Teachers make it clear to pupils what they are expected to learn in each lesson. Explanations and instructions are explicit. As a result, pupils know what they need to do. They tackle work with confidence, and are secure within well-established routines. Teachers emphasise specific vocabulary appropriately, as in mathematics and science, to aid understanding and promote language development. They use questioning skills to good effect, to encourage pupils to make links with, or reinforce, previous learning, for example. Pupils sometimes find difficulty in transferring learning from one situation to another as, for example when solving problems in mathematics. In design and technology, whilst pupils talked with confidence about the winding gear used in making Incy Wincy Spider boxes, they found it difficult to suggest other uses for the mechanism. Similarly teachers often work hard to help pupils to recall previous learning, such as a Bible story in religious education.
18. Teachers routinely evaluate pupils' responses to tasks, to guide future teaching. The lessons are well organised with a variety of ways of working, for example discussion in pairs, as in science, as well as individually or as a whole class. Activities are purposeful, relevant and often practical. Pupils' ideas are sought and their contributions valued. Relationships are good, and teachers manage pupils effectively overall, including those with identified behaviour difficulties. Only occasionally, when expectations of behaviour are not high enough, do pupils become restless and behave inappropriately.
19. A further strength of the teaching provision is the valuable contribution to pupils' learning made by teaching assistants. They are generally deployed very effectively to work with individual pupils and small groups. They make effective contributions to pupils who are working at the threshold of expected levels, in literacy in particular. They are patient and encouraging. They support pupils well in whole class activities such as physical education, with good awareness for pupils' safety, or in 'circle time' when classes are talking together about sensitive issues. They are fully informed. They provide useful written observations of pupils' understanding of their tasks. For example in a science lesson about snails such information was carefully recorded. They play a very effective part in the progress made by pupils with special educational needs, enabling them to

take a full part in whole class sessions as well as working in small structured steps to promote their learning.

20. Planning in literacy and numeracy is good, with suitably different tasks provided for groups with differing abilities, and offering a higher level of challenge that was reported at the last inspection. In these subjects, teachers show a good level of expertise, supported well by training and the national guidelines. There is also some good subject knowledge in history and religious education. Overall, lesson planning is satisfactory. Teachers plan appropriately for the inclusion of pupils with special educational needs and those for whom English is an additional language. They plan suitably to accommodate the mixed age groups that occur in most classes, although sometimes tasks are based more on age and not enough on ability. Sometimes all pupils are given a similar task, as in a history lesson observed, resulting in some lack of challenge for higher attaining pupils. Resources are generally used effectively to promote practical understanding, as in mathematics. A shortcoming occurs when time is not used to best effect. Sometimes lessons move at too leisurely a pace, or are overlong for the work planned. Plenary sessions are not always used to move the learning forward. Homework is satisfactory overall, with a reasonable programme of tasks, including regular reading and spelling activities. Fortnightly mathematics tasks effectively encourage pupils to apply mathematical learning in practical situations, and suitably foster parental involvement.

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

21. Learning opportunities at the school are good and have improved since the previous inspection.
22. The curriculum on offer at the school is broad and balanced. It is well planned and relevant to pupils' needs. The curriculum is enriched by the teaching of French, as a result of the school's historical but continuing association with the Free French Veterans' Association, whose members were stationed in Old Dean during the Second World War. Pupils enjoy learning French songs, have French names, and learn to count in French. In addition, the school makes very good use of the outdoor swimming pool, by providing swimming lessons for all pupils in the warmer months. It is to the school's credit that almost all pupils can swim by the time they leave the school.
23. An overall curriculum plan ensures that all the aspects within each subject are covered. Statutory requirements in relation to the National Curriculum and religious education are fully met. The National Strategies of Numeracy and Literacy have been effectively implemented, and are helping standards to improve in both subjects. Good quality training for staff, by the local authority support services, has had a major impact on the quality of provision in both literacy and numeracy. A recent time audit, resulting in a commitment to increase the time allocated to science, is beginning to have an impact on standards. The good, recently introduced programme for personal and social education, also strengthened by staff training, is making a positive impact. This is a strong area of the curriculum.
24. Teachers work hard to meet the needs of mixed age and mixed key stage classes by providing a two year curriculum programme. Planning for some foundation subjects, such as history, geography and design and technology, is based on blocked units of work, taught and planned across each school year. This ensures that the required content is secure, but it does not fully ensure that the skills of each subject are taught progressively as pupils move through the school. This is a minor weakness that the school is seeking to address. As the school is aware, the pace of curriculum development is hindered because many subjects have a new or temporary co-ordinator, owing to staff changes. Plans are rightly in place, however, within the school's development plan to allocate time, training and developments to each subject in turn.

25. Provision for children in the Foundation Stage is satisfactory overall with some good features when teaching is particularly stimulating and imaginative. The curriculum for these children is satisfactorily broad and balanced, built around the national guidance and the suggested early learning goals for the end of the reception year. Teachers provide a range of experiences across all the six areas of learning, which is at least satisfactory. Planning is also satisfactory but little mention is made of the 'stepping stones', the developmental stages in the curriculum for this age group. Although the two teachers regularly plan and evaluate lessons together, and systems are jointly devised, there is some disparity between the provision in the two classes as older children in the Foundation Stage do not always receive the same access to structured play activities as younger ones. Since the last inspection, when provision for under-fives was found to be good, the Foundation Stage has been introduced with a wider age range and a revised curriculum.
26. Provision for extra-curricular activities is very good. This has improved significantly since the time of the previous inspection. All pupils are invited to join in the many sports and arts activities that take place after school. Some good opportunities are created to explore local facilities, and pupils benefit from full involvement in local festivals and activities.
27. Provision for pupils with special educational needs is good. Clear procedures are in place, in line with the new Code of Practice. These help teachers to set specific targets so that pupils make good progress. Their needs are met well by all staff. Good resources and approaches are used to ensure that these pupils make effective gains in learning in all aspects of the curriculum. There are good links with the local authority support services. Clear guidance is given in the policy, and this is appropriately monitored by the co-ordinator and by governors.
28. Provision for pupils who use English as an additional language is good. Their needs are carefully monitored and staff have received appropriate training to support them in lessons. Effective support is provided by external funding and expertise to ensure that all pupils make good progress. The good equal opportunities policy guides practice and is effective in promoting inclusion.
29. The overall provision for pupils' personal development is good. The provision for spiritual and cultural development is satisfactory. The provision for social and moral development is good and promoted well through the daily life and routines of the school as well as through the taught lessons. This makes a considerable contribution to the ethos of the school.
30. Provision for spiritual development is satisfactory. It is fostered through religious education and collective worship. Collective worship makes a satisfactory contribution to pupils' spiritual development. It gives pupils some opportunities to reflect on their own and other people's lives and their place in the world in which they live. Lessons can also make a valid contribution. For example, pupils were enthralled in a science lesson by discovering why the moon shines or how a root and shoot develops from a seed. They are helped in gaining an understanding of themselves by the way the teachers listen to them and value their ideas. Teachers encourage them to share their thoughts and ideas and to respect the views of others.
31. Provision for moral development is good. Pupils have a good sense of what is acceptable and what is not acceptable and most pupils understand well the difference between right and wrong. The rules for behaviour displayed in classrooms, and moral issues are discussed as part of everyday school life. Moral development is reinforced well in whole school acts of worship and religious education lessons; for example, in the story of who was the good neighbour to the injured traveller in 'The Good Samaritan'. This sort of lesson enhances pupils' ability to make choices about themselves and their place in the school community. The school holds a monthly 'sharing assembly' where certificates are given to pupils who have done well. Pupils are chosen for kindness and consideration towards others as well as good efforts or good work.
32. Provision for pupils' social development is good. There are many opportunities for pupils to develop their social skills. They collaborate in lessons such as physical education and literacy,

where they talk and work together in pairs. Pupils are given clear rules for working and playing together, which they do well. Themes such as friendship and care for one another are developed through whole school acts of collective worship and through the school's personal and health education programme. After school clubs, of which there are a considerable number, also promote good social development. Visits, and visitors to the school broaden pupils' experience by bringing them into contact with such people as such as the school nurse and community policeman. Very good links with the partner junior school also support social development.

33. Provision for pupils' cultural development is satisfactory. The school provides some good opportunities for pupils to take part in activities from the neighbourhood. For example, older children take part in a local annual music festival. The school provides other special events such as a book week and grandparents' day. The school has some artefacts and toys from other cultures, which are used both within lessons such as religious education and in freer play situations in the Foundation Stage classes. Parents and visitors from different cultures and religions come into school to share their knowledge with the pupils, and this makes a valuable contribution to their understanding.
34. The school has good links with the local community which make positive contributions to pupils' learning and to the life of the school. There is good liaison with local churches whose clergy, and also a drama group, lead regular assemblies. There are close links with the local emergency services whose officers visit regularly to give talks to pupils. Road and rail safety officers also come in to talk to pupils about keeping safe. The local museum welcomes pupils on visits and sends speakers to school to show artefacts to support curriculum projects. There are good links with a local theatre and also with a dance and drama school that have shown a variety of performances within the school.
35. There are very good links with partner institutions in the surrounding area. The school has a close working relationship with the partner junior school which not only ensures a smooth transition from one school to the other, but also ensures continuity of curriculum subjects. In addition, the two schools benefit from working together on joint projects. Every Friday afternoon pupils from Lorraine School share a gymnastic club in the junior school hall. The school also has a very close working relationship with the private nursery which uses part of the school's accommodation. This works well to the benefit of both the children and their parents.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The overall standard of care provided by the school for its pupils, including pupils with special educational needs and those with English as an additional language, is good and this compares favourably with the previous inspection. The school's procedures for child protection and for ensuring pupils' welfare are very good. They are a strength of the school. All procedures are fully in place and rigorously overseen by the governing body. The quality of care for children in the Foundation Stage is equally good and enables them to make a secure start in school. Most children settle into school life quickly.
37. All adults make a positive contribution to the school's caring ethos. They pay close attention to protecting pupils from harm and to promoting their health, safety and general well-being. Pupils know that staff will always listen to them and provide sympathetic support and guidance. Pupils are well supervised in school and in the playground. The quality of care and support provided by teaching assistants is very good.
38. The school makes good provision for pupils with special needs and there is good liaison with outside support agencies. There are clear procedures to identify pupils early who need extra help and the school follows all the recommendations of the national Code of Practice.

39. There are good procedures to promote good behaviour and the school functions as a calm and well-ordered community. The behaviour policy is effective and is applied consistently throughout the school. Ninety six per cent of the parents who replied to the questionnaire felt that behaviour was good. There was no evidence during the inspection of bullying or harassment and there have been no exclusions. Pupils understand that they must report anything that worries them to an adult. There are effective measures in place to promote good attendance and parents know they must inform the school if their child is absent. The vast majority of parents are co-operative and there are good systems in place to follow up any absences which have not been correctly notified. The school encourages pupils to maintain regular attendance by awarding 100 per cent attendance certificates.
40. Teachers keep records to assess and monitor pupils' personal and social development. Each pupil has a personal target, which can focus on aspects of their efforts and behaviour as well as their attainments in literacy and numeracy. Although many pupils are unsure of their targets, some older pupils in Year 2 are able to discuss them. The school takes good care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of Headteacher awards which are greatly prized and which encourage pupils to work well and do their best.
41. Procedures for assessing pupils' achievements are good in the core subjects of English and mathematics, and also in information and communication technology. In these subjects, regular assessment of what pupils know, understand and can do, helps teachers to plan the next stage of learning and to monitor the progress pupils make as they move through each year group. Assessments undertaken when children enter the school are used to measure pupils' achievements by the end of Year 1 and Year 2. All pupils have good individual targets, which are regularly reviewed and shared with parents. Analysis of standardised test results is having an impact on the quality of teaching across the school. For example, a weakness was highlighted in spelling last year. This has resulted in the implementation of a good spelling programme that is effective in helping to raise standards in reading and writing. This represents good practice in assessing pupils' abilities. The assessment of pupils with special educational needs is good. Regular reviews ensure that their progress is monitored well across the school.
42. In other subjects assessment procedures are not well enough developed to help raise standards further. Teachers, keep regular mark books which allow them to assess how well pupils achieve in lessons. These provide effective monitoring tools, showing where pupils are achieving well and where they are having difficulties. However, overall assessment of standards is not consistent or in-depth enough to identify clearly pupils' next learning steps. This has an impact on the quality of teaching and learning.
43. In the Foundation Stage, detailed assessment procedures have been introduced, to show each child's progress over time and to help identify the next learning steps. These are not being used systematically enough, however. Target setting has recently been introduced for key areas such as writing but the children are not sufficiently clear as to what their targets are. Assessments undertaken on entry to the school are used appropriately to plan children's initial work programme.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. In the inspection questionnaires and at the pre-inspection meeting, parents registered their very strong support for the school and expressed no significant concerns. Inspection evidence supports parents' high levels of satisfaction with the way in which the school works in partnership with them. The good partnership with parents that was found in the last inspection report has been further improved.
45. The school makes commendable efforts to involve parents and its continuing commitment to maintain a close partnership with parents is very strong. All parents are actively encouraged to

become involved in the life of the school and are made to feel very welcome. Ninety five per cent of the parents who replied to the questionnaires feel comfortable approaching the school with questions or a problem. A Parents' Project has been set up in school which is run by a local college and sponsored by a local business. Parents attending the project make resources for the school, such as storybook sacks, and, in this way, learn about the way their children are taught. School policies encourage teachers to involve parents and a few make a regular commitment to help in classrooms and to accompany pupils on outside trips. The school greatly values any help that parents feel able to give. Most parents have signed the home/school partnership agreement and co-operate readily, by reporting absences promptly and supporting school activities. However, although parents demonstrate their interest in the school by attending consultation evenings and school events that include the children, some parents do not actively support their children's learning at home by listening to them read or by helping with homework.

46. The quality of information provided for parents is good. There are well-written letters, a Friday newsletter and termly curriculum maps which keep parents up to date with the current curriculum and with school activities. The prospectus gives clear information about school routines, and introduces ways in which parents can support their child's learning at home. There is a home/school diary for reading and for mathematics tasks, which some parents use them regularly. Annual reports on pupils' progress are comprehensive, but they do not always give parents a clear idea of the levels their children are working towards. Links with parents of pupils with special educational needs are good. They are kept informed of their progress during reviews of individual education plans. Parents' views are regularly sought on a wide range of issues by the use of questionnaires and they are also invited to contribute to planning for school development.
47. There is a small Parents' Association which staff support and which usefully contributes to school funds, recently providing fencing for the new wild area. This also helps to cement good relationships between home and the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are good, maintaining the position at the last inspection, despite major staffing changes. The headteacher has a clear view of what needs to be done and tackles priorities in a purposeful and competent way. She works hard, and with evident commitment and success, to improve standards, which show an upward trend since her appointment two and a half years ago. She leads effectively a staff team, whose members work well together. Senior management is supportive and fulfils an effective training role.
49. Systems to support the way subjects are led and managed by co-ordinators have developed satisfactorily since the last inspection. Clearly defined roles and responsibilities have been devised. However, due to staff changes, most subjects have a new or temporary co-ordinator, and systems to support subject management are not fully operational at present. The three experienced teachers carry a heavy curriculum workload whilst also grooming newly qualified staff for a curriculum responsibility. Subjects where systems are established, such as mathematics, are moving forward purposefully and standards are rising. The headteacher is approaching subject development in a measured way and each subject in turn is allocated time and training within the school development plan. Monitoring by the headteacher and governors identifies particular strengths and weaknesses within the curriculum to inform this process. Co-ordination of the Foundation Stage is not yet established with clear priorities for development. Some disparity between the provision in the two classes is evident.
50. Governors fulfil their statutory duties effectively. Good systems are in place for them to understand the workings of the school and to enable them to provide effective support in shaping its future. They are familiar with school life through visits, discussions, and through their particular responsibilities. Governors make a good contribution to the monitoring programme through well-

briefed class observations. They have a clear understanding of the strengths of the school and where it needs to improve. They are fully involved with planning for development. Performance management procedures, for teaching and non-teaching members of staff, are established and contribute effectively to school development, for example through focused training. Governors effectively oversee the work with pupils who have special educational needs. Specific funding is used suitably to support the learning of these pupils. Procedures are well established and new guidelines are fully integrated.

51. The school's forward-looking aims and mission statement permeate the life of the school. The school is particularly successful in making sure that each child is fully included, in ensuring a friendly, happy, and caring environment, and in seeking and responding to the views of others.
52. Comprehensive planning for school development is enabling the school to move forward steadily. Staff and governors are fully involved. Parents also are invited to contribute, which they appreciate. Issues to be addressed are relevant, reflecting the school's needs and national concerns. The headteacher has established a wide ranging and effective monitoring programme. She provides constructive feedback with clear points for development. Governors are suitably involved, and also some subject leaders. Targets for national testing are challenging and ambitious. Test results are analysed closely for common errors that are addressed in future lessons. In this way the school has shown particular success in improving spelling.
53. The school has sufficient suitably qualified teachers, including two who are new to the profession, to meet the demands of the curriculum, including for the Foundation Stage. The school provides a good level of trained teaching assistants who make effective contributions to pupils' learning, especially those with special educational needs and those working at the threshold of expected levels. All staff, including lunchtime staff, are fully involved in appropriate training programmes. In addition, the school usefully includes replacement teachers in training sessions so that they are familiar with school procedures and also with current issues. Recent major changes in the teaching team have been addressed positively and new staff have been integrated effectively into the work of the school. Induction procedures for newly qualified staff are very good. All support staff are very committed to the school and give willingly of their time, for example to run after school clubs such as cooking, sewing and art.
54. The accommodation is good and allows all areas of the curriculum to be taught effectively. All classrooms are of a good size and there is plenty of corridor space outside each class, for example to take small groups or to listen to pupils read. The newly established library is comfortably furnished and used regularly by each class. The hall is used well for a variety of purposes and there is plenty of outdoor play space. Plans are in hand to develop the outdoor learning area for children in the Foundation Stage, and also to provide a wild area to promote learning in science. A re-decorating programme is well under-way. The entrance to the school is bright and welcoming, but other parts of the school are still a little drab.
55. Resources are good overall. They are well looked after and generally well organised; for example, in the recently set-up library. Resources are very good in art, and good in mathematics and history. There are also some good resources in English, such as a set of puppets. The school is currently developing a wild area that will include a pond, and will become a good resource for the school in the future. It is also in the process of developing outdoor play resources for the Foundation Stage.
56. The school makes good use of its financial and other resources. The previous deficit, inherited by the headteacher on her appointment to the school, has been dealt with successfully. The headteacher, finance officer and governors work closely together to ensure that special grants are used effectively and in conjunction with the school development plan. In this way cost effectiveness and best value are routinely sought. The school takes good care to balance savings with current needs and priorities. Spending patterns, as well as day-to-day financial management,

are monitored carefully. Taking into account the low starting points of many children, and the broadly satisfactory but improving standards achieved, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to build on the existing good features of the school and raise standards further, the headteacher, staff and governors should:

- (1) Improve assessment by:
 - establishing systematic procedures that make clear what pupils need to do next to improve in all subjects, apart from English, mathematics and information and communication technology;
(Paragraph 42)
 - fully establishing existing assessment procedures in the Foundation Stage.
(Paragraph 43)

In addition to the issues above, the following points should be considered for inclusion in the school's action plan:

- (1) Fully establish leadership roles and responsibilities in all subjects. (Paragraph 49)
- (2) Further improve provision in the Foundation Stage by:
 - Strengthening leadership and management so that all children receive the same access to challenging and purposeful play activities;
(Paragraphs 16, 25, 49)
 - Increasing ways of encouraging children's use of their developing knowledge of sounds and letters in reading.
(Paragraph 65)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	10	14	0	0	0
Percentage	0	14	36	50	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	109
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	24

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

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	8

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	22	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	16
	Girls	18	20	19
	Total	36	39	35
Percentage of pupils at NC level 2 or above	School	86 (72)	93 (81)	83 (74)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	18
	Girls	18	17	15
	Total	35	33	33
Percentage of pupils at NC level 2 or above	School	83 (58)	79 (63)	79 (70)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	68
Any other minority ethnic group	1

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)	5
Number of pupils per qualified teacher	21.8
Average class size	27.2

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	146

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	316730
Total expenditure	280241
Expenditure per pupil	2571
Balance brought forward from previous year	(6036)
Balance carried forward to next year	30453

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	62	30	6	2	0
Behaviour in the school is good.	52	44	2	0	3
My child gets the right amount of work to do at home.	41	51	6	0	2
The teaching is good.	65	29	5	2	0
I am kept well informed about how my child is getting on.	52	38	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	3	0	2
The school expects my child to work hard and achieve his or her best.	67	29	2	0	3
The school works closely with parents.	57	35	6	2	0
The school is well led and managed.	63	25	6	0	5
The school is helping my child become mature and responsible.	57	41	2	0	0
The school provides an interesting range of activities outside lessons.	68	29	2	0	2

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

Personal, social and emotional development

58. Nearly all children enter the reception classes with immature skills in personal and social development. They progress well overall and improve their skills. They are likely to reach the goals set in this area of learning by the end of the reception year. The teaching team develops the children's sense of well-being and happiness well. The children gain confidence and expertise in how to be a schoolchild from the sense of order and care that teachers and other staff provide.
59. In both classes, children are helped to have positive attitudes to learning. They settle quickly to the wide range of tasks given to them. Most children are keen to learn, and take part willingly in the life of the classroom. They learn to work together and share equipment well; for example, when taking turns with the computer mouse or working the till in the 'garden centre'. Thoughtful interventions and gentle reminders from staff help this.
60. Children demonstrate the ability to make choices in selecting both activities and resources when given opportunities to do so. They have a satisfactory level of independence; for example, in their choice of outdoor play equipment and changing for physical education. Adults sometimes promote this part of children's personal development satisfactorily by ensuring that equipment and resources are labelled and easily accessible for children to get out and put away for themselves. However, children are usually asked to select toys and activities from a range prepared by the teachers, which they can do successfully. Staff sometimes over-direct children; for example, by telling them which medium they must use to represent Van Gogh flowers. Teachers sometimes miss opportunities to further independence and responsibility; for example, by encouraging children to note when they have completed a task or played in a particular role-play area, or to record their findings in a scientific play activity.
61. Teachers and teaching assistants provide good role models for the children, which in turn generally leads them to show consideration to each other and to treat adults and other children with respect and friendship. Relationships are good overall. Staff generally promote good behaviour well and sometimes very well indeed, but sometimes calling out and inattention spoils the children's learning. The awareness of right and wrong is well promoted, with positive reinforcement and praise being well used to develop good attitudes and encourage efforts.

Communication language and literacy

62. On entry to the school, children have underdeveloped language and literacy skills. The staff give good attention to the teaching of communication, language and literacy. Children, including those with special educational needs and those with English as an additional language make at least satisfactory progress. At the end of the reception year, children's attainment is similar to that normally found for listening and writing, but, despite some good teaching, remains below expectations for speaking and reading. Teachers are not yet able to compensate for the low starting points in the short time that the children have been in school.
63. Many children are able to listen carefully to adults and carry out the task that they have been asked to do. Most talk to others confidently during role-play but have difficulties in expressing their own ideas clearly. Teachers use some good techniques to help this, such as regularly getting children to talk to each other about the topic in hand; for example, in helping them to define what a label is. Teachers also sometimes use songs and rhymes well to get children to articulate and learn key ideas; for example, in a song about using their heads as a calculator at the start of a mathematics lesson. Teachers use books satisfactorily to teach about how they work, and about

- different types of books, such as a diary. In one class, the book was used well to teach understanding of letter sounds and little words within larger ones, to draw attention to the way that printed text is written, and the meaning of new words.
64. Every day, teachers provide children with a short session to practise their handwriting with adult support. This is gradually working. The standard of writing is in line with that generally found for this age group and most children make good progress. Writing lessons are planned well to include teaching assistants. Children are well taught to write for themselves; for example, in rewriting the story of Goldilocks and the three bears or adding labels to a picture of a plant. Many use their knowledge of letter sounds to write simple words.
65. Reading is mainly taught in groups. There was little evidence during the inspection of children sharing books individually with an adult. The love of text is promoted well but the skills of reading are slower in forming. However, most children know that print carries meaning, and they handle books carefully. Their growing understanding and use of individual sounds is starting to help them learn to read, but their progress is slower than in writing. The wide range of books, whilst effectively promoting interest and enjoyment in books, does not always allow enough practice of commonly used words. As many children have poor retention skills, progress for the majority is slow although a few children can already read well. Children are appropriately encouraged to take books home to share with their parents.

Mathematical development

66. The quality of teaching is satisfactory overall. Sometimes it is good or very good, enabling children to progress well in their mathematical development. By the time they enter Year 1, attainment in mathematics is generally in line with the level expected of children of this age. Staff provide suitable opportunities for pupils to learn the use of mathematical language to describe amounts, positions and shapes. In better lessons, staff take every opportunity to extend and reinforce mathematical vocabulary, such as positional words within a physical education lesson.
67. In number, adults provide good teaching and guidance and, as a result, most children are able to count confidently to ten and many children beyond. Staff use some exciting resources that hold the children's attention well and so their attainment in this part of mathematics is better than usually found. Through questioning and observation, staff continually check that children understand, and expectations are generally high for this area of the subject. A few children can say what number comes before or after another number up to 20, which is good for their age. A few are beginning to show an awareness of number operations such as 'one or two more'. Children also make patterns with colour and shapes and, in one very successful observed lesson, with symmetry.

Knowledge and understanding of the world

68. Children attain normally expected standards of knowledge and understanding of the world. As this is from a low starting point, they make good progress. The teaching of knowledge and understanding of the world is good. Children enter the classes with limited experience of the world around them. Staff encourage them to talk about themselves and events in their lives. Teachers provide a wide variety of interesting experiences to enable them to learn more about the world in which they live. During the week of the inspection, children were combining science with literacy to learn about growing seeds. They looked at aerial views of a garden and made their own miniature version on a plate. They also had a 'garden centre' in which to play. Children work well alone and in pairs with the computer. They are able to follow simple instructions and click on an icon to make programs form symmetrical patterns. A few can make the floor robot move across the carpet. Visits and visitors, such as the school nurse, are sometimes used to enrich this area of the curriculum.

Physical development

69. Satisfactory progress is made in the development of children's physical skills and they reach attainment levels in line with those generally found. The development of physical play provided by the staff is satisfactory, with some good opportunities provided. In a physical education lesson seen in the hall, children were set a suitably high challenge in learning to skip. They were taught in small clear steps to achieve their goal and an obstacle course was set up outside for both classes to use. With this, the children enjoyed jumping and landing safely, manoeuvring themselves under and through the obstacles, learning much in the process. An appropriate range of small indoor activities helps children's developing hand and finger control, for example, peg patterning, colouring and sticking. Wheeled toys and other physical play toys are used regularly in the outdoor play area. This is currently an area of Foundation Stage provision that is being reviewed and updated.

Creative development

70. Children's attainment in creative development is in line with that generally expected. The teaching of the creative areas of development is satisfactory. Staff often provide children with a good range of materials. Sometimes, they give children too much guidance and instruction, such as in the choice of materials. When this happens, staff do not expect enough of children. Staff sometimes miss opportunities to give children the best experiences, for example, by painting a beautiful bunch of growing flowers rather than copying a small reproduction of a flower picture. Displays, such as paintings of gardening tools, enliven the classroom and contribute satisfactorily to children's learning. Children enjoy role-play and are provided with suitable creative and imaginative opportunities for this, well supported by adults joining in.

ENGLISH

71. Standards in English are broadly in line with the national expectations for pupils at the end of Year 2 in all aspects of English. They are slightly better in listening than they are in speaking. Pupils' standards are also slightly better in the mechanics of reading than they are in the comprehension of what they have read. Standards are just average in writing. Pupils make steady progress as they move through the school and just about reach the standards expected for their age by the end of Year 2. Standards are similar to those found at the time of the previous inspection. They are better than the results from the national tests in 2001, which were below average for reading and writing. This improvement reflects the school's upward trend over the last two years. A new phonics programme has been instigated recently, and this is helping to improve standards in spelling, writing and reading.
72. Speaking and listening skills broadly meet expectations. Pupils talk about matters of immediate interest with enthusiasm and energy. They explain their meanings carefully, but not always clearly. During a phonics lesson in Year 1, pupils were heard discussing their task, explaining how to complete a worksheet. They were able to take turns in conversation, and spoke carefully, although some words were muddled and in the wrong order. They listened very well to the teacher's input, but found it difficult to listen to each other. They were able to provide some detail about the worksheet they were completing, describing the pictures and linking them with the phonic sounds they were working on. In Year 2, pupils begin to show more confidence in speaking, particularly when they are interested and know about the topic. For example, during a discussion about creating a non-fiction book on snails, pupils used good technical vocabulary and were able to talk well in complete sentences. At other times, they find it more difficult to express their thoughts, and in discussion with adults often use one-word answers. Overall, however, pupils are developing appropriate awareness of the use of language. They listen well during their literacy lessons and respond appropriately to questions from teachers.

73. Reading skills meet expectations. Pupils enjoy reading. They choose from a good range of books and show increasing interest in books and pictures as they move through the school. Reading strategies are developing appropriately. For example, pupils in Year 1 are learning to build words sound by sound through a planned, systematic programme. This is helping them to recognise unknown words such as 'elbow' and 'stone'. In Year 2, pupils build on this knowledge as they learn to spell groups of words on a regular basis. They read from a range of coded reading books, and opportunities to discuss the content are created during guided reading sessions. These are helping to improve pupils' understanding of what they have read. Sometimes, pupils can read a text accurately, but cannot remember what they have read. There are some lost opportunities in literacy lessons for pupils to reinforce reading skills and improve fluency, for example by reading back their ideas for writing which have been written on the board by the teacher.
74. Writing skills are developing appropriately. This area has had a high focus since the introduction of the literacy hour. Effective programmes for spelling and sound recognition are helping to improve writing across the school. Pupils write for a range of purposes and use many different styles. In Year 1, they write about their pictures, describe events, and begin to use simple punctuation in their work. Structured handwriting sessions show that pupils in both year groups can write legibly and with a clear, joined style in Year 2. However, older pupils do not always apply these skills in other lessons and at other times. While making a book about mini-beasts, Year 2 pupils were observed writing complete sentences that were often complex, linked by two or three separate ideas, but they did not join their writing, which they had been able to do effectively in a previous handwriting session. Too little extended writing was seen during the inspection. Writing in other subjects, however, is developing appropriately. Pupils write appropriate plans in design and technology, describe experiments in science, undertake simple research in books and on the computers for history and geography, and make lists in mathematics. Pupils have written letters to friends in Year 2, and made booklets about insects in Year 1.
75. The quality of teaching and learning in English is good. Teachers have good knowledge of the National Literacy framework, and make good use of structured spelling and phonic programmes to foster progress. They plan their lessons well, with a variety of tasks to meet the needs of all pupils, including those with special educational needs or English as an additional language. Some lively and dramatic story telling is a real feature of the provision. Pupils are effectively managed and all benefit from working with others. Through sensitive guidance, teaching assistants help to make sure that pupils' book choices are linked well to their varying needs and abilities. Good quality assessment of pupils' progress in lessons, and detailed recording of tasks completed, is ensuring that teachers are well aware of what each pupil can do. Sometimes the pace of lessons is slow and there is not enough opportunity for pupils to practise and consolidate their skills. At these times the rate of learning dips.
76. The subject leader is newly appointed and has not yet had a chance to have an impact on standards or on provision. The good range of curriculum opportunities is a strength. For example, the literacy hour is effective in improving standards in reading and writing. Good, whole school activities, such as collecting books for World Book Day, working with a local author, involvement with a local visiting theatre group, and pupils' own performances in the annual Christmas play, all help to promote confidence in speaking and knowledge and understanding of all aspects of English. The good new library is also helping to improve access to books by all pupils.

MATHEMATICS

77. Observed standards in mathematics for seven year olds broadly meet national expectations. This is similar to standards found at the time of the last inspection, but better than the results of national testing in 2001 when standards were well below national averages overall. Inspection findings suggest that the upward trend in mathematics standards, begun last year, is continuing, as the proportion of pupils who reach the expected level, albeit at the threshold of the level, increases.

Raising attainment in mathematics remains a strong school priority, with the National Numeracy Strategy securely in place.

78. Many pupils in Year 2 add two numbers together mentally to 20 with confidence. They make good attempts at solving simple money problems, both in a practical shopping context and on paper. They count in fives and tens. They measure everyday items in centimetres and weigh things in grams. They begin to identify properties of basic shapes, such as the number of corners and sides. They devise and interpret simple graphs. Higher attaining pupils work with two digit numbers to 100, using a number line as an aid for simple calculations. Overall, however, there is little evidence of pupils working with big numbers. In addition, their ability to explain their working, or how they have arrived at an answer, is below what is to be expected. Despite sound opportunities to do so, pupils lack confidence to discuss their mathematics in an extended way, reflecting some low levels of language development on entry to the school.
79. Standards in numeracy are broadly as are to be expected. Pupils use numeracy skills appropriately to promote learning in other subjects. For example, they devise graphs and diagrams in science when sorting minibeasts, and work with timelines in history. They use information and communication technology skills suitably to reinforce learning in mathematics.
80. The quality of teaching and learning are good overall. The good teaching is successful in raising standards from below expectations on entry to the school to broadly satisfactory levels when pupils leave. Teachers share clearly with pupils the main teaching focus of each lesson, what they are expected to learn. They explain carefully, in small steps, and suggest alternative ways of finding answers. They emphasise specific mathematical vocabulary such as 'total'. Their questioning techniques are good, for example to reinforce previous learning or to move it forward. They provide well for pupils with differing abilities, including those with special educational needs or those with English as an additional language, through well-targeted questions and suitably matched but challenging tasks. Lessons follow a well-structured pattern. Pupils are clear about what they need to do and settle to work sensibly. They remain on task well. Their attention only wanders occasionally, for example in plenary sessions when group tasks are reiterated and learning in general is not moved forward briskly enough. Homework makes a good contribution to extending pupils' mathematical thinking through practical investigative tasks. It also provides an effective link with parents, some of whom actively support their children with the tasks. Some parents would prefer the tasks to be set more frequently than fortnightly.
81. The co-ordinator has a clear view of the future needs of the subject through her classroom monitoring and also her training role. Comprehensive assessment procedures inform the target setting process well, and identify pupils' next learning steps. Routine lesson evaluations effectively identify learning weaknesses to be rectified in subsequent sessions. The results of national testing are analysed for common errors, and provide useful pointers to guide future teaching. The systematic implementation of the National Numeracy Strategy, together with staff training, is contributing effectively to raising achievement.

SCIENCE

82. It was possible to see only one science lesson. Judgements are made on that one lesson, teachers' planning and an analysis of pupils' work, and from discussions both with pupils and with staff.
83. By the age of seven, pupils' attainment is broadly in line with that generally found nationally. Pupils make good progress over their time in the school in order to achieve this. The situation is similar to that found at the time of the last inspection. It is an improvement on the statutory teacher assessment undertaken last summer (2001) as part of the national testing programme when results were well below national averages. Evidence from this inspection indicates that

standards are gradually rising. Pupils with special educational needs and English as an additional language make satisfactory progress.

84. Evidence suggests that the quality of teaching and learning in science is satisfactory. Teachers encourage pupils to make simple predictions, such as where they would be able to find mini-beasts in the school grounds. Pupils can confidently describe their findings, mainly using the correct vocabulary, and some can explain clearly why they think things happen, such as in explaining the role of a light bulb. Pupils draw diagrams and many make careful notes, but these are generally recorded in the same way. Teachers do not sufficiently encourage pupils to consider their own ways of recording the information.
85. Teachers' knowledge of the subject is secure and sometimes good. They provide many opportunities for pupils to learn by carrying out interesting observations, tests and experiments. In the observed lesson, the teacher formed strong connections with previous learning about habitats. She used accurate vocabulary and drew attention to it appropriately. Her questioning was good, as was her knowledge of the subject, which she explained in an interesting way. This helped to promote good behaviour by holding the pupils' attention and by bringing the subject alive for them.
86. Teachers plan for both the age groups in the classes, by covering the same material and then adding in simpler tasks and extra support of pupils who need it. This is generally working well. Sometimes, however, weaknesses in presentation and spelling do not allow pupils to display their knowledge fully. Sometimes higher attaining pupils are not extended sufficiently. Assessment is undertaken regularly, by tests and other types of assessment sheets at the end of units of work. Results of pupils' efforts in day-to-day work are recorded too, but this is not consistent.
87. The management of science is good. The subject manager, the headteacher, has a strong vision for the subject and supports staff well. Her very good subject knowledge, coupled with good monitoring of teaching and learning, and a careful analysis of the school's results, is beginning to have a positive impact on teaching and standards. Resources are satisfactory, but more reference books are needed.

ART AND DESIGN

88. It was possible to see only one lesson during the week of the inspection. Judgements are based on the lesson seen, discussion with pupils and teachers, an analysis of pupils' work in books and on display, and a scrutiny of teachers' planning.
89. By the age of seven, pupils, including those with special educational needs and English as an additional language, achieve the expected levels of skill and understanding using the very wide range of materials and techniques provided for them. In some aspects they do well as in examples of three-dimensional work and collage. This is less good than at the time of the last inspection when standards were above expectations. Since then there have been considerable changes both in the staff and in the intake into the school. The current co-ordinator has only had a short time in post and has yet to make a strong impact in the subject.
90. Pupils in Years 1 and 2 show increasing skill in the use of colour, shape and texture and are able to use these elements in their own work. They are developing some sound knowledge of different techniques and effects using the very good range of materials provided. Pupils develop their skills of colour mixing, with shades of yellow for a 'Sunflowers' painting in the style of Van Gogh. They show appropriate control when using brushes to add to their flowers. Learning the skills of observational drawing, pupils are given regular opportunities to practise these over time. They return to drawings at appropriate intervals to add, for example, blossom and insects. Standards in these areas are developing satisfactorily and sometimes well as in the portraits of faces in oil pastels. Little evidence was available as to their ability with three-dimensional work in general,

other than mugs in the style of Clarice Cliff, which were excellent. When working in other subjects, activities in books show that most pupils represent the human figure with satisfactory proportions and use materials with acceptable skills.

91. Teachers introduce pupils to the work of a wide range of artists. Sometimes they use artists' work well as a starting point for pupils' own work. A very good example of this, displayed at the time of the inspection, was the work of a local artist Percy Harland from which pupils had developed striking collages of washing on a line. Other artists, such as Van Gogh and Mondrian, are also used effectively as a starting point. However, the oldest pupils in the school had limited memory of the artists they had studied and of their work.
92. In the one lesson seen pupils were keen to learn and responded well to the challenges set. Most worked with perseverance and patience, and shared materials sensibly. They are starting to develop their ability to appraise their own work and suggest improvements for next time, but found this hard. Pupils with special educational needs join fully in art activities and make progress at the same rate as their peers.
93. The quality of teaching and learning is satisfactory overall. Teachers' subject knowledge is sound. Satisfactory use is made of demonstration to show skills or techniques. Individual teachers' planning is of a satisfactory standard and, at its best, shows how art activities are sequenced to build on one another. There is little mention of the work of different cultures as part of the overall programme. Planned work shows that pupils are involved with a good range of materials and techniques but that pupils are given little opportunity to select their own materials, such as from a range of drawing implements, to achieve a desired effect. In the planning there is a good balance between art as a subject in its own right and its use to support learning in other areas. There are suitable links with other subjects such as science, with drawings of the life cycle of insects, and information and communication technology where a computer program is used to draw effective pictures in the style of Mondrian and Jackson Pollock. There is a simple whole school system for assessment and record keeping in the subject but this tends to focus on effort rather than attainment and progress in learning. The school has used outside visits a little. Staff are planning an 'art week' for later in the term where skills can be extended and outside visitors can contribute to the pupils' learning.
94. The recently appointed co-ordinator has not yet monitored teaching. The subject contributes well to pupils' personal development by the overall provision and the range of planned experiences. The school has a very good range of art materials and of reproductions of artists' work. Art is well displayed and contributes satisfactorily to the ethos in the school.

DESIGN AND TECHNOLOGY

95. No lessons of design and technology were observed during the week of the inspection. However, scrutiny of past work and discussions with pupils and staff show that standards are in line with those expected of pupils by the age of seven. This represents a decline since the time of the previous inspection when standards were found to be good.
96. Pupils in both Year 1 and Year 2 have recently completed a model using a winding mechanism based on the 'Incy Wincey Spider' rhyme. Evidence from planning and design briefs shows that pupils can select appropriate tools and materials, generate their own ideas through drawing and writing, and communicate these in a variety of ways. In discussion, pupils were able to talk about their models. They explained carefully which materials they used, the sequence of events, and how they improved their work. Some good finishing techniques were used, and this was the favourite part of the task for many pupils. They used paint and drawing to finish the product well.
97. Evidence suggests that the quality of teaching and learning in design and technology is at least satisfactory. Planning is clear and teachers develop pupils' knowledge and understanding through

focused, practical tasks. Pupils learn to measure and mark out their work, and use simple tools to cut, stick and finish their models. However, in discussion, pupils found it difficult to explain how the winding mechanism could be used in a different way.

98. The design and technology curriculum is based on short blocks of time across the year. This enables pupils to develop their skills through a good in-depth input, but does not allow them to generalise the skill over time. Subject management is temporary but satisfactory overall with strategic plans in place for development. There has been little evaluation or assessment of how well pupils achieve, and this is having an effect on standards and on the quality of the provision overall.

GEOGRAPHY

99. Because of timetabling arrangements, only one geography lesson was observed during the inspection. However, from talking to pupils, looking at samples of work and planning and other documents, indications are that standards meet expectations. This represents some decline since the last inspection when standards were satisfactory and often good. Pupils are developing a suitable awareness of other places in the world beyond their locality through the travels of Barnaby Bear, for example to Tenerife or Disney World. They compare aspects of life in St Lucia with Camberley. They are gaining an appreciation of different environments such as the seaside or a garden. As part of this work, younger pupils are beginning to understand 'an aerial view'. They make appropriate garden designs and talk about features they would like to include. Pupils begin to work with basic co-ordinates and devise simple maps and plans. The mapping aspect of geography has a lower profile than was indicated at the time of the last inspection. Pupils make good use of their developing writing skills to record their learning about St Lucia, for example.
100. The limited evidence suggests that teaching and learning are satisfactory overall. Planning supports the mixed age classes appropriately. However, the emphasis in the planning is on place and not enough on the development of geographical skills such as mapping, fieldwork or developing observational skills. Satisfactory subject knowledge is indicated and teachers make good use of their own travels to broaden pupils' experience. Teachers effectively lift pupils' horizons, some of which are limited, to increase their awareness of other places. The strategy of Barnaby Bear accompanying pupils and staff on their outings also contributes well to developing knowledge of different places. Barnaby Bear motivates pupils well. They are keen to take him along on trips. Teachers use literacy time to good effect for writing about geographical learning. Evidence suggests some, but not extensive, use of the spacious school grounds or of the locality. Information and communication technology is used occasionally.
101. Because of staffing changes, the co-ordinator is new to the subject. She is managing it adequately in a temporary capacity. She has an informal overview of geography in the school through monitoring work samples and planning but she has not yet had time to monitor pupils' learning in class. Priorities for the development of the subject have not been established. Routine informal evaluations of pupils' responses to lessons provide a useful record for teachers. However, assessment overall lacks a structured framework to identify how pupils progress in their geographical learning as they move through the school. Geography has a low profile in the school at present, but plans are in hand for it to be a school development focus in the coming term.

HISTORY

102. Standards in history for seven year olds meet national expectations. In some aspects, pupils in Year 2 are beginning to work at higher levels as when discussing clearly differences between shops in two periods in the past with today. They give accurate explanations, for example about

why shopkeepers hung meat outside butchers' shops 100 years ago, and about the beginnings of self-service 50 years ago. They understand the impact of refrigeration on shopping habits, and why people nowadays do not need to shop every day. Pupils talk keenly about differences between Victorian schooldays and the present day. They are stimulated well to learn about the past through active participation, as when shopping in a 1950s shop, or spending a day in class as a Victorian school child. Pupils recall basic facts about important people of the past such as Florence Nightingale, and list things they want to find out about her. They reinforce their learning in a variety of ways, including writing accounts, doing observational drawings of artefacts such as an oil lamp, as well as acting in role, as a Victorian school child or post war shopkeeper, for example. In discussion, pupils show a good level of interest about the past, and talk about it with evident enthusiasm.

103. From the two lessons seen, from talking to pupils, and looking at planning and other documents, indications are that the quality of teaching in history is good. Teachers motivate pupils effectively to make good gains in their learning about past times. Teachers' subject knowledge is good and they provide a good range of interesting ways to enliven the past, many of which include pupils' participation. They encourage pupils to engage in active enquiry, for example through role-play and whole class enactments as in the Victorian school day. They arrange for pupils to be dressed in period clothes. All pupils are fully included, including those with special educational needs and those for whom English is an additional language. They undertake museum visits, and provide relevant artefacts and photographs. They stimulate pupils' curiosity about the past effectively.
104. Co-ordination of history is sound. Despite leading and managing the subject temporarily, through her evident interest and expertise, the post holder has a clear view of the future needs and development of the subject. As with other foundation subjects, however, assessment arrangements are informal and lack the rigour of a structured system to indicate the progress pupils make in their learning as they move through the school. History has maintained its position satisfactorily since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Standards in information and communication technology are in line with those expected for pupils of the same age. This is a similar picture to that found at the time of the last inspection.
106. Pupils in Year 1 benefit from a wide range of resources as they learn to gather information. They are able to use tape recorders with headphones independently to listen to stories. They give simple instructions to a floor robot, and are beginning to show confidence in using computers. Mouse skills are developing well. Almost all pupils can write their own names, and simple text, using a word processing package. They show appropriate awareness that everyday devices respond to instructions. For example, pupils talked animatedly about switching computers on and off, using game machines and pressing the switch on the tape recorder.
107. In Year 2, pupils begin to organise their written work using computers. For example, they have used the 'enter' key to improve the layout of a nursery rhyme. They write simple stories and poems and print them out using a range of different fonts. There is evidence of appropriate use of information and communication technology in other subjects, particularly in Year 2. Pupils show understanding of how to use a CD-Rom as they undertake simple mathematics games with money. They describe shapes in a science topic on materials as 'hard', 'plastic', 'transparent' and 'smooth', and print out their work. They use a data-handling package to draw simple block graphs to show how different appliances use electricity. In art and design they use the 'ruler' tool and the 'fill' tool to draw pictures in the style of the artist Mondrian. Standards are sometimes limited by lost opportunities to reinforce skills in lessons and secure time to practise and improve.
108. The quality of teaching and learning in information and communication technology is always satisfactory, and there are several good features. For example, teachers are confident in the use

of equipment. Recent training has improved skills so that they can support pupils appropriately. Good use is made of the resources available and there is good awareness of the range of tools that can be used to develop skills. Planning does not always indicate opportunities for the use of information and communication technology as a tool to support other subjects; hence sometimes its use is insecure. Some good use of assessment in lessons helps to inform teachers about the progress pupils make. This is helping to raise standards, and helps pupils acquire the skills needed.

109. Leadership of the subject is new, but there are many good established procedures to guide practice. The curriculum ensures that the subject is fully available to all pupils. Priorities for development are clearly established, and the clear vision of the new co-ordinator ensures that provision is improving. Good self-assessment by pupils is a positive feature of the provision, and some clear targets are set. Good support from teaching assistants is a positive feature, particularly where pupils have special educational needs.

MUSIC

110. No lessons of music were observed during the inspection, and there was little evidence of any past work. However, discussions with staff and pupils suggest that standards remain in line with expectations for pupils in Years 1 and 2, as at the time of the previous inspection. No judgement can be made on the quality of teaching in the subject.
111. Pupils sing appropriately in assemblies. They use their voices expressively to sing simple hymns with pleasure. They listen well to music and many can remember the name of particular pieces that they hear. For example, in one assembly, pupils were able to say that the piece of music playing as they entered the hall was called 'The Trout'.
112. Whole school musical activities help to improve provision. For example, pupils are involved in an annual music festival in which they sing a range of songs with many other local schools. They undertake country dancing as part of the physical education curriculum, learning to move to the beat of the music.
113. Co-ordination of the subject is adequate. The planned curriculum is rightly due for revision next year. Little monitoring has taken place and music does not always have a high enough profile in the school. Resources are sufficient, but under-used overall.

PHYSICAL EDUCATION

114. It was not possible to see all the component parts of the physical education syllabus being taught. Judgements are made on elements that were observed, together with discussion with pupils and teachers, and an examination of teachers' planning. Standards are lower than at the time of the last inspection, which found that attainment in Years 1 and 2 exceeded that normally found. Now standards are in line with expectations, with swimming, as last time, being good. Elements seen were small apparatus work with sticks and balls and skipping lessons.
115. The quality of observed teaching and learning was generally satisfactory. Sometimes teaching was good when pupils really got out of breath, and developed new skills and refined older ones well. In skipping, they made good progress both within each lesson and across a short series of lessons. When working with sticks and balls, pupils have reasonable control, generally progressing satisfactorily. Pupils enjoy their lessons. In lessons seen they mostly worked with interest and enthusiasm and were well motivated.
116. Teachers' individual knowledge and skills are generally satisfactory. They use demonstration well, both by adults and children. They often use detailed praise to help all pupils appreciate how

they can improve their performance still further. Some teachers rightly stress the need to warm up and cool down and why we need to take regular exercise. Safety requirements are given proper consideration and appropriately brought to the attention of pupils. Lessons are often supported well by teaching assistants who make sure that all pupils are fully included. Some teachers encourage pupils to evaluate and talk about their own performance in order to improve it. They encourage pupils to give credit to others and to learn from them. Some lessons have too slow a pace, with pupils left sitting down watching others for too long and getting cold. Pupils are well supervised when going and returning from the hall.

117. Physical education is satisfactorily resourced. Some of the equipment is too big for infant sized pupils and the school is currently rectifying this. The heated swimming pool is used during the second half of the summer terms with generally very good results of getting most children who have been in the school from the reception year swimming a little. All pupils use it. The hall is of a suitable size for gymnastic lessons and provides a good surface. The school grounds and grassed areas are of a good size and are a very good resource for the school. The after school clubs for football, short tennis and judo represent a good level of out-of-school provision.
118. Leadership and management of the subject are adequate. The recently appointed co-ordinator has good subject knowledge. She has not yet monitored teaching so is unclear how provision can be improved.

RELIGIOUS EDUCATION

119. Standards for seven year olds in religious education meet the expectations of the locally agreed syllabus. Pupils in Year 2 are developing a clear understanding of Bible stories such as The Good Samaritan. They are beginning to think deeply about the significant issues that are raised, and make links with stories told in the daily acts of collective worship. They reflect on implications for their own lives. They recount aspects of the Christmas and Easter stories. They recognise symbols of the Christian faith such as the cross. They are familiar with aspects of Islam, for example how Muslims prepare for prayer. They are aware of the need for respect for different faiths. Standards are similar to those found at the time of the previous inspection.
120. The quality of teaching and learning in religious education is at least satisfactory. On occasion, during the inspection, teaching was very good, when the teacher motivated pupils particularly well through her sensitive use of a video-recorded Bible story. Pupils became very involved with the powerful message and reflected deeply on how it might apply it to their lives in school. For example they talked about the need to be vigilant about bullying, or about caring for another child when hurt even if he or she is not a friend. Such opportunities make valuable contributions to pupils' personal development. Teachers seek and use pupils' contributions effectively, drawing skilfully on the experiences of those from minority ethnic backgrounds. They make learning from religious education relevant to pupils' own lives. As a result, pupils show a good level of interest and involvement in the subject. Teachers' subject knowledge is secure. They use questioning skills effectively to prompt recall of previous learning or to extend thinking. They make good use of dramatic story telling. They capitalise effectively on material used in the daily acts of collective worship. They use writing sessions in literacy time to good effect to reinforce learning in religious education. They enhance the curriculum by arranging visits to the local churches. In addition, Muslim parents, a Jewish visitor, local clergy and a church group come into the school and share aspects of their faiths, further enriching pupils' experience.
121. The co-ordinator, the headteacher, has a reasonable view of the subject. Through her senior monitoring role she has a good overview of the work of the school but has not yet monitored work in class in this subject. Plans are in hand, however, as part of the school's rolling programme of subject development, for religious education to be a focus in the coming term. Routine evaluations usefully record pupils' responses to lessons, but, as with other foundation subjects, assessment overall is a shortcoming through the lack of systematic procedures.