

INSPECTION REPORT

**RADNAGE CHURCH of ENGLAND
INFANT SCHOOL**

High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110467

Headteacher: Mrs Elizabeth Clark

Reporting inspector: Mr George Crowther
18814

Dates of inspection: 29th April – 1st May 2002

Inspection number: 196722

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:	Voluntary Aided
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	City Road Radnage High Wycombe Buckinghamshire
Postcode:	HP14 4DW
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Peter Day
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
George Crowther <i>Registered inspector</i> 18814	Mathematics Science Art and design Design and technology Music Physical education Equal opportunities	What sort of school is it? The schools results and achievements. How well are pupils taught? How good are the curricular opportunities offered to pupils? What should the school do to improve further?
Jane O’Keefe <i>Lay inspector</i> 19798		Pupils’ attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Thelma Edwards <i>Team inspector</i> 1710	Areas of learning for children in the foundation stage English Information and communication technology Geography History Special educational needs	How well is the school led and managed?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Radnage is a small, voluntary aided infant school for boys and girls who are 4-7 years old. It has 69 pupils. At the time of the previous inspection, it was a first school with pupils from 4-8 years of age. The school is situated in a village in the Chiltern Hills, close to the town of High Wycombe, and draws pupils from a wide area. It serves families whose social circumstances are largely much more favourable than national averages. No pupils are eligible for free school meals. Overall, pupils' attainment when they join the school is above average, as shown in assessments made soon after they enter the reception class. Across the school, eight pupils have been identified as having special educational needs, for a variety of learning and behavioural difficulties, but none has a statement. The proportion of pupils needing additional support is well below average. Very few pupils are from ethnic minority backgrounds and none is learning English as an additional language.

HOW GOOD THE SCHOOL IS

Radnage is a good and effective school. It provides a very positive environment for learning because the staff know the children well, monitor their progress carefully, and give them the confidence to succeed. As a result, pupils' achievements are good and, by the end of Year 2, they reach standards in English and mathematics that are well above those found nationally. The headteacher provides very good leadership for the school, which has ensured that standards of attainment have risen steadily during the past few years. The quality of teaching is good overall. All the staff work effectively as a close-knit team, providing a very consistent approach to supporting pupils' learning. The curriculum is well planned and generally meets the needs of all the pupils effectively. The school provides good value for the funding it receives. There is a strong commitment amongst all the staff, governors and parents to continue to improve the quality of education provided for the pupils.

WHAT THE SCHOOL DOES WELL

- Children get a very good start to school in the reception class.
- Pupils achieve well in English and mathematics and, by the end of Year 2, reach high standards in national tests.
- The quality of teaching is good, often very good, in a significant proportion of lessons.
- The school creates an environment in which pupils are very keen to learn.
- The headteacher leads the staff team very well and she has a strong focus on raising standards.
- The assessment of pupils' attainment and progress is very effective, which enables teachers to set targets for future achievement and helps pupils to reach them.
- The school is successful in forging an excellent partnership with parents.

WHAT COULD BE IMPROVED

- Whilst standards in most aspects of mathematics are well above average, there is too little emphasis on pupils using and applying their skills.
- Pupils' enthusiastic behaviour is not managed well enough in some lessons.
- The school does not plan carefully enough to develop pupils' understanding of the diversity of cultures within our society.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

When it was inspected last in April 1997, the school was judged to be well ordered and caring with many good features. Since then, it has built very well on the strengths that were identified, and pupils' achievements have improved considerably, so that standards of attainment at the end of Year 2 are now well above average. The school has gained two national Achievement Awards recognising improvements in standards. It has also made good progress in addressing all the action points from the last report. The school improvement plan is a much more comprehensive document that is helping the school to pursue developments. The school now has schemes of work for all subjects, which help staff to plan appropriate tasks for the pupils. This has helped the school to raise standards. Although subject co-ordinators use more strategies for monitoring pupils' attainment and the quality of teaching and learning, this is an area that is still developing as more attention is being paid to monitoring the quality of learning in lessons. Children in the Foundation Stage develop their physical skills well, and there are plans for the school to provide better outdoor learning facilities for the youngest children. The school is continuing to improve, and has a good capacity to raise standards further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	B	A	A
writing	A	A	A	B
mathematics	A*	A	A	A

Key	
highest 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Attainment on entry to the school is normally above average, as shown in the results of assessments carried out soon after children start school. As a result of good teaching in the reception class, and a stimulating curriculum, children's achievements (the progress they make in relation to their initial attainment) are good in all areas of learning and very good in their personal, social and emotional development. Almost all are likely to reach the standards expected by the time they join Year 1 (the Early Learning Goals), and many will exceed them.

Across the school, pupils' achievements are also good. Achievement data show that, for the pupils who left the school in 2001, a significant minority made more progress between entering the school and leaving than is average nationally. Pupils who have special educational needs also achieve well. Results in the 2001 national tests at the end of Year 2 were well above average in reading, writing and mathematics, and compared very favourably with those gained by similar schools. Girls and boys did equally well.

Inspection evidence shows that attainment in the current Year 2 is well above national expectations in English and mathematics, and above expectations in science. In all three subjects, pupils achieve well across the school. In English, standards in reading are particularly high, but the quality of pupils' handwriting in work across the curriculum is a weakness. In mathematics, whilst standards in number work are well above expectations, pupils' skills in using and applying their knowledge are weaker. Pupils' skills in literacy and numeracy are well above average throughout the school, and they are used and developed well in work across the curriculum. In all other subjects, pupils' achievements are satisfactory so, by the end of Year 2, they reach standards that are similar to those expected for their ages. Overall, attainment is much higher than reported at the previous inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school. They are very enthusiastic about their learning and eager to contribute their ideas. They generally concentrate well in lessons and want to do well. This provides a very good basis for learning.
Behaviour, in and out of classrooms	Good. Pupils are polite, friendly and behave well around the school. They generally behave well in lessons, but can become over-excited in some activities. There have been no exclusions in the past year.
Personal development and relationships	Very good. Very positive relationships between pupils and with adults are a strength of the school. Pupils work and play well together, and all ages are friendly with each other. They respond sensibly when given opportunities to take on responsibility.
Attendance	Very good and well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	good	good

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

The quality of teaching is good overall, with a number of strong features. It was at least good in 15 of the 20 lessons observed, and very good in three. No unsatisfactory teaching was seen. The quality of teaching has improved considerably since the last inspection. Teaching and learning in the reception class are consistently good, so the children get a very good start at school. The teacher has created a very positive environment for learning, and children build their early skills methodically and effectively. Throughout the school, teachers have high but appropriate expectations of what pupils can achieve and ensure that they are challenged well by the tasks they are given. Teachers and classroom assistants have very good relationships with pupils and provide considerable support to enable them to succeed. Lessons are planned carefully with a good range of methods and activities to capture and hold pupils' interest. As a result, pupils contribute enthusiastically in lessons, enjoy their work, and make good gains in learning. Teachers' careful assessments of pupils' existing skills ensure that work is well matched to pupils' needs, whatever their ability. In a few lessons seen, however, pupils' enthusiastic behaviour was not managed well enough, so learning time was lost. Teaching of literacy and numeracy is good. Teaching meets the needs of all pupils successfully, including those with special needs and those with special talents.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum, which is well planned and organised. In the reception class, all aspects of the Foundation Stage curriculum are skilfully combined. In Years 1 and 2, all subjects of the National Curriculum are taught, with particular strengths in English and mathematics. A number of educational visits and visitors enrich the curriculum.

Provision for pupils with special educational needs	Good. The needs of these pupils are identified clearly. They are given appropriate work and support in lessons, so they make good progress over time. The co-ordinator manages provision very effectively. The school also identifies pupils with particular talents and caters for their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school pays close attention to pupils' personal development and sets individual targets so that pupils can improve their skills. A good range of activities in lessons and in the school encourages pupils to become confident, mature and responsible. Provision for pupils' social development is very good. Provision for spiritual and moral development is good. Whilst cultural development is satisfactory, there is too little attention to raising pupils' awareness of the diversity of cultures in our society.
How well the school cares for its pupils	The school provides good care and support for its pupils, through a range of informal but effective procedures. Close contact with families supports this provision.
Assessment	Very good. Procedures for assessing pupils' attainment and progress are well established in English and mathematics, and there are also useful systems in most other subjects. Teachers use the information well to set learning targets for pupils and to plan appropriate work for lessons. School wide, assessment information is used effectively to identify areas for improvement.
How well the school works in partnership with parents	The school has an excellent partnership with parents because it encourages them to be actively involved in its work and their children's learning. Parents respond very positively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides enthusiastic and very effective leadership for a strong staff team. During the past few years, she has led the successful drive to improve standards. All the teachers have key management roles, in many areas, and they fulfil these responsibilities well. The co-ordination of subjects such as English, mathematics and science is effective, though less attention is given to the co-ordination of other subjects, owing to the heavy load carried by each teacher.
How well the governing body fulfils its responsibilities	Very good. Governors are very supportive, well organised, and they bring considerable expertise to their role. They fulfil their statutory responsibilities very effectively. Most visit school regularly, many work in classes, and all have a good appreciation of the strengths of the school. They are fully involved in planning for further improvement.
The school's evaluation of its performance	Good. The school has effective systems for monitoring pupils' attainment and the quality of teaching and learning. It evaluates pupils' current performance and identifies areas for improvement. Evaluation of the quality of teaching and learning in lessons is developing. The school consults parents about their views of the school. The principles of best value are used effectively.
The strategic use of resources	Financial planning and management are good. The school makes good use of its funding to raise standards, and plans ahead methodically.
The adequacy of staffing, accommodation and learning	The school is adequately staffed. Teachers and classroom assistants are a committed, enthusiastic and hard working team. The building and grounds

resources	provide good facilities for learning, and the addition of a spacious hall since the last inspection is an asset. There are plans to improve further facilities for outdoor learning for the youngest children. The school is being well supported by the Diocese. Resources for learning are good for most subjects.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Their children enjoy going to school and make good progress. ▪ Teaching is good. ▪ They are kept well informed about their child's progress. ▪ The school provides the right amount of work to do at home. ▪ The school is very approachable if parents have concerns. ▪ The school expects children to work hard, achieve their best, and helps them to become mature and responsible. ▪ The school provides a good range of activities outside lessons. ▪ Behaviour in the school is good. ▪ The school works closely with parents. ▪ The school is well led and managed. 	<p>A few parents would like to see more activities for children outside lessons.</p>

Just over a half of the parents returned the questionnaire, and 23 attended the meeting. The great majority of these parents are very pleased with all aspects of the school's work, and inspectors' judgements support parents' very positive views. The school provides very few activities outside lessons, but inspectors judge this to be reasonable, given the age of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

*(Pupils' **attainment** is what they know, understand and can do at a particular point in time e.g. at the end of Year 2. Pupils' **achievements** are the progress they make in relation to their initial attainment. Therefore, a child starting school with low attainment may achieve well but still not reach the nationally expected standard of attainment by the end of Year 2.)*

1. There is a range of attainment amongst the children who join the reception class but, overall, it is above average compared with what is typical nationally, particularly in communication and social skills. Assessments made soon after children start school confirm this. As a result of good teaching in the reception class, and a stimulating curriculum, children's achievements are good in all areas of learning and very good in their personal, social and emotional development. Almost all are likely to reach the standards expected by the time they join Year 1 (the Early Learning Goals), and many will exceed them. Children with special needs are very well supported and also make good progress. Children get a very good start to school in the reception class.
2. In the 2001 national assessments for pupils at the end of Year 2, results in reading and writing were well above average. Almost all the pupils gained the expected Level 2 of attainment, with just over a half reaching the higher Level 3 in reading, and about a quarter reaching Level 3 in writing. Results in mathematics were also well above the national average. All the pupils gained Level 2, and half reached Level 3. Compared with similar schools (those with a similar proportion of pupils eligible for free school meals), the results were well above average for reading and mathematics, and above average for writing. The school's results have improved considerably since the last inspection, and this has been recognised by two national Achievement Awards, one for sustained improvement and one for the particularly good results in 2001. Based on teachers' assessments, attainment in science was above the national average for those pupils reaching the expected Level 2, but below average compared with similar schools because too few pupils reached the higher Level 3. The school has identified and addressed this weakness, so attainment in the current Year 2 is likely to be higher this year. In all the tests and assessments, girls and boys do equally well.
3. Inspection evidence shows that attainment in the current Year 2 is well above national expectations in English and mathematics, and above expectations in science. It reflects the high standards pupils reach in national tests. In English, standards in reading are particularly high, but the quality of pupils' handwriting in work across the curriculum is a weakness. In mathematics, whilst standards in number work are well above expectations, pupils' skills in using and applying their knowledge are weaker. The school is addressing this weakness as part of its current improvement plan.
4. Most pupils begin Year 1 with skills that are above average compared with that expected nationally. In English, mathematics and science, pupils' achievements are good during Year 1 and

Year 2, regardless of their initial attainment, owing to good teaching and a well-planned curriculum. Achievement data show that, for the pupils who left the school in 2001, a significant minority made more progress between entering the school and leaving than is average nationally. In all other subjects, pupils' achievements are satisfactory so, by the end of Year 2, they reach standards that are similar to those expected for their ages. It is clear that many of the pupils are capable of higher attainment but, because the school places great emphasis on ensuring that pupils' skills in the 'core' subjects develop well, less time is available for other subjects. This means that pupils' knowledge, skills and understanding in these subjects are not extended in the same way. Despite this, there were examples of high attainment in most other subjects. Overall, attainment is much higher than reported at the previous inspection.

5. Radnage is an inclusive school. It welcomes all children, regardless of their special needs or prior attainment. It treats each child as an individual and monitors their achievements carefully through very good systems for assessing attainment and progress. Work in lessons is invariably well matched to pupils' needs. As a result, all pupils achieve well. Pupils who have special educational needs make good progress in relation to their initial attainment. In lessons such as literacy and numeracy, where work is particularly well matched to their needs, they make good gains in learning towards the targets set for them. In many lessons, these pupils are skilfully supported by classroom assistants, who are well briefed about what needs to be achieved. Higher-attaining pupils also achieve well, particularly in English, mathematics and science. The school identifies pupils with particular talents, and plans activities to meet their needs. There are no significant variations in the achievements of boys and girls.

6. Since the last inspection, pupils' achievements have improved considerably, largely because the planning of the curriculum and the quality of teaching are now much better. These improvements have been reflected in the results gained by pupils in national tests. Building on the many strengths that already exist, the school is well placed to raise standards still further.

Pupils' attitudes, values and personal development

7. The children clearly like coming to this school and they enjoy their lessons. Their attitudes to work are very good, which supports their learning and progress. This is a further improvement on the good attitudes that were noted at the previous inspection. In lessons, pupils are enthusiastic and keen to learn. Pupils listen well to teachers and each other with many hands going up when a teacher asks a question. They are willing to offer their ideas and opinions and generally take a full part in lessons. They concentrate well and consistently try their best. For example, in a Year 1 ICT lesson, all the pupils were fully involved in the activities, showing high levels of concentration, whether working independently or with the teacher. This helped them to accomplish a great deal.

8. Pupils behave well in and around the school. In the playground and in the lunch hall there is a calm atmosphere, even though pupils are talking to each other or playing games. Parents are very happy with the standards of behaviour in the school. Pupils move sensibly around the building and settle quickly to their work. In a few lessons, however, pupils became over-excited and noisy. This was largely owing to weaknesses in the teachers' management of the lesson, but pupils were slow to settle even when the teacher made it clear that their behaviour was unacceptable. Pupils are both courteous and friendly. They speak confidently and are proud to show their work to visitors. Exclusions are very rare, with none being recorded in the past year. Bullying is also not an issue in the school.

9. Pupils' personal development is very good. Pupils are independent and mature and take pride in their own and each others' successes. Relationships continue to be a strength of the school, as noted at the last inspection. Pupils treat each other with kindness and respect. There is a happy atmosphere throughout the school and pupils value the supportive relationships they have with staff. Pupils work well independently, collecting resources where required and tidying up sensibly at the end of lessons.

For example, after a very practical design and technology lesson, all the Year 1 pupils played their part in tidying away materials. Many pupils have responsibilities around the school, such as setting up and clearing away after assemblies, and they take great pride in these jobs. Pupils work and play happily together with all age groups mixing together well.

10. The school continues to maintain its very good levels of attendance. Almost all pupils arrive punctually each morning and all lessons start on time. Registers are taken promptly and efficiently at the beginning of each session. Pupil's very good attendance has a positive effect on their learning in school.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is good overall, with a number of strong features. It was good or better in 15 of the 20 lessons observed, and very good in three. No unsatisfactory teaching was seen. The quality of teaching has improved considerably since the last inspection when only about a third of lessons were judged to be good or better, and about a tenth were unsatisfactory. This is because teachers now have a much clearer focus on what they expect pupils to learn, which is reflected in the quality of their planning and teaching.

12. Teaching and learning in the reception class are consistently good, so the children get a very good start at school. The teacher has created a very positive environment for learning in which children encounter a well-planned and rich range of experiences. As a result, in the lessons observed, children were building their early skills methodically and effectively. For example, a lesson where the main focus was mathematical development began with the whole class taking part in a good variety of activities to strengthen counting skills. The teacher explained that 'counting carefully' was the objective of the lesson, and she kept returning to this theme in her discussions with children. The teachers' skilful questioning of individuals showed her understanding of their particular stage of development, and the group activities provided a good level of challenge as well as adult support. In this class, learning is interesting, and relationships with adults are excellent, which encourages children to be confident. The good balance of teacher-directed and self-chosen activities creates many opportunities for discussion, developing children's language skills, and strengthening personal and social skills.

13. The quality of teaching for the relatively small proportion of pupils with special educational needs is good. Teachers make sure that work matches the needs of these pupils, through careful assessment that identifies the next steps in learning. Classroom assistants work well with groups of lower-attaining pupils, including those with special needs, enabling them to tackle activities that are similar to those being attempted by the rest of the class. For example, in a mathematics lesson for Year 2, lower-attaining pupils made good progress in understanding the early stages of division because an adult supported their learning and used suitable equipment to demonstrate the calculations. An effective small-group session, led by a learning support assistant, strengthened pupils' early literacy skills. As a result of these measures, pupils with special educational needs are suitably challenged, receive the right amount of support, and make good progress.

14. Teachers have adequate knowledge of most subjects, and there is a good range of subject expertise within the relatively small teaching team. For example, Year 2 pupils made good progress in their music lesson, owing to the assured subject knowledge of the teacher. The co-ordinator takes both Year 1 and Year 2 classes for science, which capitalises on her subject expertise. The teaching of basic skills is effective. Pupils make good gains in reading because teachers ensure that books are appropriately challenging. They monitor progress carefully, and sustain good contacts with parents, who provide very good support for reading at home. The teaching of literacy and numeracy is good

overall, so basic skills such as letter sounds, spelling, counting and calculating are taught effectively. As a result, pupils make good progress in these lessons and reach high standards in national tests.

15. Teachers' planning of lessons is usually detailed and thorough, but some plans are not specific enough about the main learning objectives. For example, an information and communication technology lesson for Year 1 had very specific objectives, shared with the pupils, which enabled them to make good progress and 'paint' a dragon using a simple graphics program. In contrast, an otherwise good science lesson for Year 2 lacked a focus on particular skills for experiment and investigation, and the teacher introduced a wide range of concepts without really strengthening the pupils' overall understanding. Plans for literacy and numeracy lessons are good, and outline separate, matched tasks for groups of pupils of varying ability. This provides an appropriate level of challenge for pupils and promotes good progress in these lessons.

16. Teachers have high but appropriate expectations of what pupils can achieve. The targets they set for pupils at the beginning of each term show that they are ambitious about the progress pupils can make. In most of the lessons observed, the quality of the teaching matched these high expectations. For example, a mathematics lesson for Year 1 began with a challenging mental session in which pupils counted on from 39 towards 100, then back, encountering and solving the problem of crossing 50 or 40. Doubling and halving questions stretched some pupils' skills to the limit, and the group activities finding change from an amount of money were well matched to challenge pupils of all abilities. No lessons were observed where the work lacked challenge, which indicates that teachers' assessments of pupils' existing skills are accurate, and are used to plan future work.

17. Teachers use a good range of methods and strategies to promote learning. They work with the class as a whole, explaining new concepts or leading lively question and answer sessions that extend pupils' learning. The pupils particularly enjoy these sessions because they have very good skills in expressing their ideas. Teachers organise individual, paired or small group work effectively, having resources to hand, and using classroom assistants and parent helpers effectively to support learning. For example, in a very practical design and technology lesson, Year 1 pupils made dragons from a wide range of card and paper materials, with adults providing measured support to help the pupils overcome problems but not to solve the problems for them. The result was a wide variety of interesting and well-crafted models, of a higher standard than would be expected from Year 1.

18. Teachers generally manage pupils' behaviour effectively. In a few lessons, however, the pupils became too lively and noisy, not through poor behaviour but through excitement and enthusiasm. In these lessons, the teachers did not set their expectations of good behaviour clearly enough at the beginning, nor did they insist firmly enough on appropriate behaviour. Instead of calming the situation, and praising those pupils who were behaving well, teachers tended to raise their voice, which added to the problem. As a result, time was taken from learning, which lessened pupils' progress. Two of these lessons were for physical education. Most lessons, however, are well controlled and move at a good pace.

19. Teachers have good strategies to assess pupils' attainment and progress. Regular assessments of what pupils know in English, mathematics and science help teachers to plan work that is appropriately challenging. Each pupil has targets, which they are working towards. Teachers usually begin the lesson with a review of previous learning to check what pupils know, and they observe pupils carefully in lessons to check their progress. All this information is used effectively to plan future work. Whilst the marking of pupils' work is satisfactory, it does not indicate, particularly for the older pupils, what they have achieved and what they need to aim for next. Arrangements for homework are very good. The school has a clear policy, understood by parents and followed consistently by teachers, which results in a very good variety and quantity of tasks being completed at home. In their questionnaires and at their

meeting, parents expressed strong support for the school's arrangements for homework. The work pupils complete at home makes a very valuable contribution to their learning at school.

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

20. The school provides a broad and balanced curriculum, which meets the needs of the pupils effectively and fulfils all statutory requirements. Responding to a weakness identified at the previous inspection, the school has introduced new schemes of work for most subjects which, alongside such initiatives as setting targets for each pupils' achievements, help to ensure that pupils build their knowledge, skills and understanding steadily. As a result, the overall quality and consistency of the curriculum have improved.

21. The curriculum for children in the reception class (Foundation Stage) is very good. The teacher skillfully combines all areas of the recommended curriculum, often using a particular theme. For example, the story of 'The Three Billy Goats Gruff' was used to introduce work in language and literacy, mathematics and the design and technology aspect of children's knowledge and understanding of the world. The effective organisation of the classroom supports a wide range of activities that enrich the curriculum. Alongside this provision, the teacher also introduces the early stages of the National Literacy and Numeracy Strategies because the children are ready for these challenges. As at the last inspection, the absence of an easily-accessible outdoor learning area restricts the curriculum, but the teacher makes best use of all the facilities that are available. As a result, children's achievements are good in all areas of learning.

22. The curriculum for pupils in Years 1 and 2 is good. There are particular strengths in English and mathematics which, combined with good teaching, have ensured that pupils reach standards that are well above average by the time they leave the school. Within these subjects, however, there are strengths and relatively weaker aspects. For example, the provision for reading is very good, but the approach to encouraging a good standard of handwriting is not as consistent. For the most part, the school is aware of, and is addressing, the weaker aspects. In science, the school has successfully introduced more activities to strengthen pupils' skills in experiment and investigation, and this has raised standards.

23. In other subjects of the curriculum, provision is satisfactory, but the amount of time teachers are able to devote to each subject means that pupils do not have the opportunity to develop work in sufficient depth or quality. For example, there are pieces of work in art that are of a high standard, but these are few and far between. In a design and technology lesson for Year 1 pupils, their interest and ability were very clear. The challenge of fitting all subjects into a crowded curriculum is not of the school's making but, whilst current arrangements meet the needs of the pupils, they do not raise attainment sufficiently, and these pupils show their capacity for high attainment in subjects such as English and mathematics. The school has not yet explored the possibility of re-structuring the school day to make best use of the time available, neither has it considered whether particular subjects might be developed as areas of excellence.

24. Since the last inspection, the curriculum for ICT has improved significantly. A new scheme of work, better resources and increased teacher expertise have all helped to strengthen a subject that was identified as a weakness. As yet, pupils' attainment has not been raised significantly, but it was clear during the inspection that this is an improving aspect of the school's work.

25. The school has implemented its strategies for literacy and numeracy effectively. These skills are consolidated and extended through a good range of activities. Pupils' literacy skills, in particular, are developed across a range of subjects. The early literacy support for lower-attaining pupils in Year 1 is effective, though the session observed was too short to cover all the recommended work.

26. Provision for special educational needs, equality of access and social inclusion is good. The school welcomes all pupils and makes sure that they are included in all aspects of school life by putting into place suitable support so that all pupils make good progress. The school has already adopted the new national guidelines for provision required by September 2002. Those pupils identified receive good support in the classroom because work is well matched to identified needs and they have extra support from the teacher or classroom helpers. The school also identifies pupils with particular talents and seeks to meet their needs. All pupils, irrespective of background, gender or ability, have equal access to the broad curriculum. Each pupil's individuality is respected and all are challenged to do their best.

27. There are very few extra-curricular clubs. At the time of the inspection, only a lunchtime creative arts' club was organised. Some parents feel that they would like to see more clubs, though many parents said that their children's days were busy enough without more activities. Educational visits are well linked to the curriculum and include activities such as walks in the local area to draw and discuss buildings, or a visit to the church to support work in religious education. Whilst the provision for extra-curricular activities is less than in many infant schools, the inspection team judge that it is satisfactory, given that many pupils travel some distance to school and parents say that they have many of their own activities out of school. The school has an effective policy for personal, health and social education, which covers sex and drugs' education.

28. As at the last inspection, the provision for pupils' spiritual, moral, social and cultural development is good overall. There is no separate policy for this area but reference is made to it within the policy for religious education. In assemblies, pupils are encouraged to listen to music and reflect. One pupil was observed commenting, "music makes us calm". The themes for assemblies help to make pupils think. For example, in one assembly they thought about what sounds they would miss if they could not hear and pupils mentioned the sound of waves and the voice of a baby brother. There are appropriate moments of quiet for prayer and reflection. All the statutory requirements for providing opportunities for collective worship are being well met. In lessons, pupils are encouraged to think about the wonder of the natural world. For example, a reception child considering the noise a spider might make described it as 'skitter scatter'. In Year 2, pupils produced an attractive display of their 'special places' giving some very thoughtful reasons for their choices.

29. The school's strong ethos promotes moral development well. Adults provide very good role models in the way in which they relate to the pupils. Moral issues are considered and discussed in assemblies and religious education lessons. The behaviour policy is largely effective, and pupils clearly know the difference between right and wrong. The small, friendly nature of the school helps pupils to develop well socially. All the children are well known to the adults, which breeds security and confidence. Different age groups are encouraged to mix during lunch and playtimes. In lessons pupils are grouped for different tasks and respond well to this. The 'friendship wall' display in the reception classroom is used well to develop relationships and raise self esteem.

30. Pupils' experience of their own culture through art and music is fostered well. Good use is made of the local area for visits, such as to observe the variety in local buildings and to draw them. Links with the church also strengthen pupils' understanding of their own culture. Year 2 pupils are undertaking a study of Japan and they are encouraged to respect how other people live. However, opportunities are being missed for further developing pupils' awareness of the wider world and its

cultures. In particular, the ethnic diversity of their own society is not much considered, either in displays around the school or through books. There have been no visits to places of worship such as mosques or synagogues or links made with schools situated in more multi-cultural areas. This limits pupils' perspective and understanding of the world around them.

31. Links with other educational institutions are productive. The headteacher has good links with other small schools in the area, and there are very good links with the junior school to which most of the pupils transfer. Staff from the junior school visit Radnage to meet pupils, and pupils visit their new school. At present, there are no links with teacher training institutions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. As at the last inspection, the school provides good care and support for its pupils. This is a caring environment where staff get to know pupils and their families very well. This means that any welfare issues are soon overcome through close contact between home and school. Parents are very happy with the standards of care in the school and pupils commented on the kindness shown to them by all staff.

33. Appropriate procedures are in place for dealing with child protection issues. The headteacher is the person designated to deal with any concerns and staff are aware of the necessary procedures. Further training for staff in this sensitive area is planned for later this year.

34. Good arrangements are in place for dealing with sickness and accidents and pupils are aware of what to do and who to see if hurt or unwell. Health and safety matters are dealt with appropriately. Regular safety checks are carried out, with formal risk assessments completed annually. All staff have been trained in this area. The very dedicated and hardworking caretaker ensures the premises are clean, safe and well maintained.

35. The importance of good behaviour and regular attendance are promoted well. Pupils are aware of the systems of sanctions and rewards and value them. Useful targets are set for pupils' personal and social development. Pupils and their parents are aware of these and they are evaluated regularly to provide invaluable records of the personal development of each pupil. Attendance is effectively monitored with parents contacted promptly if any pattern of absence should emerge. The importance of good attendance and punctuality is continually stressed to parents who respond very positively. Arrangements for pupil induction into the school and transfer on to junior schools are handled well which ensures a smooth and calm changeover for pupils.

36. Procedures for assessing pupils' academic attainment and progress are very good and have improved considerably since the previous inspection. The school had targeted this area for improvement and has put in place some very effective systems, which help the staff to support pupils' achievements.

37. Baseline assessment gives teachers an indication of the attainment of the youngest children as they enter the school, and provides information on their knowledge of language and literacy, understanding of early mathematics and their personal and social development. As a result, the teacher identifies, early on, children who have special educational needs or particular talents and abilities and makes sure they have every chance to succeed.

38. Throughout the school a detailed range of assessments is made in all subjects, largely based on criteria recommended nationally or by the local education authority. In addition, reading records are carefully kept, including a home-school reading diary. Diagnostic tests in reading and writing give

useful information on how well the children are doing against the average for their ages. A Progress Book, which contains samples of each child's work from entry through to the end of Year 2, gives good information about how well the children are doing and their rate of progress. When shared with parents, this book is the ideal way to show the progress children are making.

39. The school uses target setting to identify the progress it expects each child to make in English, mathematics and personal and social development. All children know their individual targets. Individual education plans are clearly written with targets and suggestions for helping children with special educational needs or particular talents to make good progress. These plans and the children's progress are also reviewed regularly. The school carefully studies the results of national tests each year, with the aim of spotting weaknesses and strengthening the curriculum. Teachers sample and discuss the children's work, particularly in the core subjects of English, mathematics and science.

40. The results of assessment are well used. In the classroom, the work is well-matched to the developing knowledge and understanding of particular groups and individuals. The information from a study of pupils' results in national assessments has resulted in some areas, such as writing and investigative skills in mathematics and science, becoming foci in the school improvement plan. The children's individual targets are reviewed regularly but, in on-going work in writing and in mathematics, they are not regularly referred to when work is marked.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has worked very hard on building successful relationships with its parents and there is now an excellent partnership. The school and its work are highly valued by parents with a high proportion of parents responding positively to the questionnaire and attending the meeting prior to the inspection. They feel welcomed in the school and value the education and care their children receive.

42. Parents receive very good information in the form of fortnightly newsletters, an attractive prospectus and detailed annual report from the governing body. Formal discussions with teachers about children's progress are held twice yearly with informative written reports issued on each pupil in the summer term. The small nature of the school and friendly attitude of staff ensure that there is always close informal contact between staff and parents with any concerns being dealt with very promptly. The school also values the opinions of parents and recently sent out its own questionnaire to gather their views. These were overwhelmingly positive.

43. Parents give the school outstanding support. Many help regularly in the classroom and a waiting list has been set up to accommodate them all. Unusually for a school with a small parent body, elections always have to be held for parent governors. A working party of parents recently produced a wide range of high quality 'story sacks' which help to enhance younger pupil's interest and enjoyment of books and stories. Parent governors are supportive and very involved. The Parent Teacher Association is very active and organises regular fund raising and social events. Support for these events is very high and includes ex parents and many members of the local community. Homework is well organised and appropriate for the ages of pupils. Parents support learning at home very well enabling their children to make good progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The quality of leadership and management is good, which has enabled the school to improve standards considerably since the previous inspection. As a result, the school has gained two national Achievement Awards recognising its strong focus on pupils reaching the highest standards possible in national tests. The leadership of the headteacher is very good and is founded upon a clear vision for

the future educational direction of the school. In this, she is strongly supported by the very good governing body and her dedicated, hard-working staff.

45. The headteacher is a part-time class teacher and she works without a deputy. The good management of the school relies on the strong team spirit amongst the staff, and the headteacher values this highly. Class teachers take on many responsibilities. The co-ordination of work in English, mathematics and science is effective but, owing to the number of responsibilities carried by each teacher, other subjects receive less attention. Other staff are also very much part of the school team. All know the children well and, in their various ways, help them with their learning. For example, classroom assistants work with groups and individuals, the school caretaker helps in class, and the school secretary prepares certificates for the children's 'celebration of achievement' assemblies at the end of each week.

46. The school's aims are substantially met. They include, among others, the intention to make learning an effective and enjoyable experience for the pupils, to encourage independence, to develop self-respect and to take pride in their achievements and those of others.

47. The school's special educational needs' Code of Practice is being followed. Pupils who have special educational needs or particular talents or abilities, have individual education plans and are closely monitored. Pupils who need a little extra help to reach expected standards in their work are also given close attention in small group work. All of this provision is very well organised and monitored in the school.

48. The governing body is fulfilling its statutory responsibilities very well. Governors are actively involved through an appropriate committee structure that maintains oversight of the school. The committee that monitors progress on the school improvement plan is particularly active. Committees report regularly to the full governing body, ensuring that all parties are kept informed of recommendations and decisions. Individual governors have oversight of literacy, numeracy and the provision for pupils with special educational needs. They, and other governors, visit the school regularly. They spend time in the classrooms, sometimes working with the children, and discuss developments with the headteacher and co-ordinators. They know the school very well.

49. Governors show a very good awareness of the school's strengths and what needs to improve, and their priorities for development are appropriate. The headteacher, staff and governors monitor and evaluate the school's performance well. For example, analysis of pupils' performance in the end of Year 2 mathematics tests showed that their weakest area was using and applying their skills; remedying this is now a priority. The school improvement plan is a thoughtful and comprehensive document. It gives more information than at the time of the last inspection. It shows the areas identified for further development, what needs to be done, how the school intends to bring about further improvement, how the school will know it has improved and the funding necessary.

50. The school has a good system for performance management. An important target at present is to improve the standard of pupils' writing and, to help to bring this about, there are whole-school targets and targets for individual teachers. Information from a scrutiny of children's work, teachers' on-going assessments and the results of tests are all studied to see whether the pupils are achieving to the best of their abilities. The action being taken to meet the school's targets is very good.

51. The school is appropriately staffed with teachers and classroom assistants. Teachers, in this small school, have many subject and other responsibilities. They sample pupil's work but only have time away from class to observe their colleagues teaching in English, mathematics and science. As a result, there is little sharing of teaching expertise in other subjects. Teachers attend professional training, often in the evening, and share what they have learned with their colleagues in staff meetings.

Classroom assistants have also attended evening courses on special educational needs. Recently, teachers have received further training in ICT and in writing development. In the school office, the secretary makes very effective use of the new technology. She has received training, most recently in the use of a new program.

52. The educational priorities are well supported through the school's financial planning. Special funding, such as the allocations to meet pupils' special educational needs, is used appropriately. The school budget is well managed and governors carefully monitor expenditure.

53. Since the last inspection, a new hall and offices have improved the quality of accommodation considerably, particularly in facilities for physical education. Another planned building project will provide a new reception class area. When it is completed, it will allow the youngest children immediate access to an outside area for their work and provide better classroom accommodation. It is the school's intention then to use the current reception classroom as a computer suite. A good number of computers have been provided already and are in use. At present, accommodation is adequate. Overall, the school is well resourced, particularly for the teaching of English, mathematics, science and ICT.

54. Since the previous inspection, the school has made substantial improvements in all aspects of its work. Leadership and management, the quality of teaching, and the organisation of the curriculum have all improved. As a result, pupils' achievements are much better. It is now a good and effective school that provides good value for the funding it receives. The school is continuing to improve, and has a good capacity to raise standards further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. To maintain the existing high standards, and to aim for further improvement, the headteacher, staff and governors should:

- ◆ Continue with plans to improve pupils' skills in using and applying the mathematical knowledge they already have by:
 - teachers planning more activities that require pupils to use and apply their knowledge in all aspects of the subject;
 - acquiring resources that support teachers in their planning;
 - teachers seeking opportunities in lessons to extend pupils' thinking by posing tasks in an open-ended way;
 - strengthening teachers' subject expertise so that they have the confidence to inject more challenge into the work they set.

(paragraphs 3, 73-79)

- ◆ Improve teachers' management of pupils' behaviour in some lessons by:
 - teachers setting clear expectations of good behaviour from the start;
 - teachers being consistent in their strategies to encourage good behaviour and promoting behaviour appropriate to learning;
 - making sure that lessons are well organised and tasks are well matched to pupils' learning needs, so that they concentrate and behave well.

(paragraphs 8, 18, 70, 77, 106)

- ◆ Increase pupils' knowledge and understanding of the diversity of cultures within our society by:

- planning more activities, across all subjects, that introduce work about other cultures;
- strengthening the resources available to support this work.

(paragraph 30)

In addition to the key issues, the following less important weaknesses should be considered for inclusion in the action plan. Each is followed by a reference to the paragraph(s) in which it is discussed.

- Raise the standard of pupils' handwriting. (3, 22, 69, 78)
- Review the teaching time devoted to subjects other than English, mathematics and science. (4, 23)
- Improve the quality of teachers' marking of pupils' work. (19, 70)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

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

18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	12	5	0	0	0
Percentage	0	15	60	25	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 five 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)	69
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Number of full-time pupils eligible for free school meals	0
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FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	10	14	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	7	10
	Girls	14	13	14
	Total	23	20	24
Percentage of pupils at NC level 2 or above	School	96 (95)	83 (95)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	9
	Girls	14	14	14

	Total	22	24	23
Percentage of pupils at NC level 2 or above	School	92 (95)	100 (95)	96 (95)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

Must add to 350 but does not on S2

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	62
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– Y6

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	20
Average class size	23

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	33

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	154,161
Total expenditure	149,232
Expenditure per pupil	1,963
Balance brought forward from previous year	- 8
Balance carried forward to next year	4,921

Recruitment of teachers

Number of teachers who left the school during the last two years	0.52
Number of teachers appointed to the school during the last two years	0.33
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	74
Number of questionnaires returned	41

Percentage of responses in each category

Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
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My child likes school.	68	32	0	0	0
My child is making good progress in school.	73	24	2	0	0
Behaviour in the school is good.	51	49	0	0	0
My child gets the right amount of work to do at home.	51	41	7	0	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	46	46	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	59	41	0	0	0
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	23	43	13	13	10

Twenty-three parents attended the meeting and they were very positive about most aspects of the school's work. The great majority are happy with the progress their children are making, and one or two commented on very good progress made. They said they are kept well informed about events in school, and about what their children are learning, which helps them to support school work at home. If there are problems, parents said that the school responds sympathetically and quickly. Many parents help in school, and many support the work of the school through the parent/teacher association. Parents said that the school promotes positive values, such as caring and consideration for others. Behaviour is good because the school has high standards of discipline. Parents at the meeting were generally happy with the amount and type of homework. In common with parents who returned the questionnaire, a few at the meeting felt that there should be more out of school activities, to develop children's talents and interests.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Children start school at the age of four, most having had some nursery or other pre-school experience. They begin by attending part-time and gradually move to full-time. The school's good induction programme allows parents and children to get to know the school beforehand and for the reception staff to know the children. This ensures that children settle well into the stimulating and caring environment of the reception class. In discussion with parents and through careful observations,

the teacher assesses each child's particular needs. As a result, children who have special educational needs and those who show particular talents are identified early on and are given good support. Overall, children come into school with attainment above that normally expected for their age.

57. The quality of teaching is good, with some very good features. As a result, children make good progress in all areas of their learning, and particularly in their personal, social and emotional development. The Foundation Stage curriculum, recommended for this age group, is well interpreted. A wide range of activities is well planned to interest the children, and the teacher and classroom assistants provide good support for individuals and groups. The children are enthusiastic and work with enjoyment. Relationships in class, between children and with adults are very good. Children who have special educational needs are given close attention and progress well. They, and the children with particular talents, have individual education plans, which are reviewed regularly to judge how well children are progressing. Observations show that the great majority of children have already reached, and many have exceeded, the expected standards (the Early Learning Goals) in all areas of their work. The children achieve well in relation to their prior attainment. This is better than at the time of the last inspection.

58. The system for assessing and recording children's progress is good and helps the teacher to provide suitably challenging work. The accommodation is limited but used well. The classroom is small and there is no outdoor work area. This limits the provision for some activities. For example, it is not possible to have the sand and the water trays in use at the same time. Bikes and climbing frames also cannot be provided. Good use is made of the hall, the grassed areas and the playground, but these sessions have to fit in with the needs of other classes. Thus far, the school has only been able to address partially the weakness identified in the last inspection report concerning facilities to promote children's physical development. However, it is the intention to build a new classroom and outdoor area, specifically for the reception class, by January 2003.

Personal, social and emotional development

59. This important area of children's development is a particular strength of the Foundation Stage and they make very good progress. Classroom routines are well established and children know what is expected of them. The teacher promotes the idea of 'belonging' to the class and school, and children respond well. They show that they are confident in their relationships with other children and with the adults who work with them. They share equipment and take turns, learning to work together in varying groups. They can organise themselves to do their work, persevering to solve problems. They appreciate others' work. For example, when making models, one child went across to see what another group was making and said, 'It's great!' When given the leadership of a group, children confidently accept this role and help to make sure the work is done. When questioned by a visitor, they readily showed and described the work they were doing.

Communication, language and literacy

60. The children enjoy looking at books and reading, so they make good progress in the early stages of these skills. They enjoy their own small books, and read the 'big books' along with their teacher or class assistants. They read confidently. Most are above the standard expected for their age, reading with good understanding and, sometimes, with expression. The children know that there are story books and books that give information. Children take their books home to read and there is good communication, through diaries, between teacher and parents. All children listen attentively and respond well in discussions, keeping to the point and articulating their thoughts carefully. They answer questions and follow instructions, settling to their activities with a good understanding of what they

have to do. They communicate well with one another and in role play were seen to act out different parts in the 'travel agency'. Children are making good progress in writing and their early skills are being carefully developed. They move steadily from their early attempts to the stage where letters are correctly formed. Most write their own names clearly. They write to accompany drawings of what they have been doing. Some of their writing includes poems with rhyming words. The school is in the process of explaining to parents how correctly formed letters can emerge from early mark-making in a way which maintains children's confident and eager attempts to record their experiences. They hope that, with home and school adopting the same approach, the children's progress in writing will soon match that in reading.

Mathematical development

61. Children make good progress in this area. They know the names of basic shapes and can identify them. In looking at 3-dimensional shapes, they correctly name cubes, spheres and cuboids, counting the number of corners and faces. The children count and draw objects, and correctly place numbers in order. They count forward and back to 20, using a number line. Sometimes they count in twos. In discussing their work, they carefully explain their methods when counting and calculating. Children use and extend their understanding of mathematics in other activities, such as when moving on the playground in circles and spirals. When helping to tidy away in class, the children know that some objects are heavier than others. Most have reached, and many have exceeded, the early learning goals for mathematical development. The teacher makes sure that all are challenged in their learning by adjusting her questioning to suit the understanding of each pupil, varying the activities a little and giving good support to those children who need extra help.

Knowledge and understanding of the world

62. Children make good progress in this wide-ranging area of their learning. In design and technology children, working in groups to create models, have discovered that some materials, such as hessian or tissue, are more easily cut and shaped than others. Children know how to use some computer programs, deftly clicking and dragging as they catch fish to put in a tank. In studying liquids, some pupils dropped water from a pipette on to a mirror and carefully observed the shape of the droplet. As part of their work in religious education, children are enjoying the story of 'Noah's Ark'. They have previously learned something of the Hindu spring festival of Holi.

Creative development

63. Children make good progress in this area. They are developing the skills of using pencils, felt pens and paint. They know how to mix paints to achieve particular shades and colours. In one lesson seen, children sprinkled powder paint on to wet paper and observed the results. They then mixed the paint with their fingers, exploring the colours and textures. In a technology lesson, children recalled the story of 'The Three Billy Goats Gruff' and carefully made large drawings of the scene at the bridge using pencils and felt pens to good effect. Musical instruments are available in class. Having finished their other work quickly, some children enjoyed beating out rhythms together on different instruments.

Physical development

64. Children's progress in physical development is good, despite the lack of some facilities. They use their muscles to develop co-ordination and fine motor skills in many ways, whether handling paints, classroom equipment, writing with pencils or managing their own clothes. When using the computers children show good control using the mouse. They show good manipulative skills when cutting paper and other materials and when shaping plasticine. In a playground lesson seen, gross motor skills were well developed through activities which involved the whole body, with children mirroring one another's

movements, travelling in different ways in 'follow my leader' and moving quickly or slowly. Children show good control and an awareness of their own and others' space as they move around.

ENGLISH

65. Results in the national tests at the end of Year 2 have improved considerably since the last inspection. In 2001, they were well above the national average in both reading and writing. Compared with schools in similar social circumstances, results were well above average in reading and above average in writing. Boys and girls did equally well. Inspection evidence shows that attainment in the current Year 2 is just as high, with reading being a particular strength. Pupils' speaking and listening skills are much better than those expected for this age. Attainment in writing is above national expectations overall, with a significant proportion of pupils who write very confidently.

66. When the children start school in reception, the standards they attain in language and literacy are above expectations. In relation to these initial levels of attainment, pupils' achievements are good. Pupils who have special educational needs also progress well.

67. When they are interested, pupils listen attentively to the teacher and to one another. They show a good understanding of what is being said and know what they have to do as they set about their work. For example, they can explain their methods when doubling and halving in mathematics, and evaluate one another's work in physical education by making observations and giving their opinions. These very good skills in expressing ideas and explaining things support pupils' achievements across the whole curriculum. In one lesson, where older pupils were learning the rule for adding -ing to the end of verbs, they carefully studied the emerging lists of words like 'standing' and 'running', and quickly worked out and articulated the rule about the middle consonants. The majority speak clearly and contribute confidently to discussions.

68. The pupils enjoy reading, whether as a whole class following the text of a 'big book', or individually. The best readers reach a high standard. Most can name a favourite book or author, such as the *Worzel Gummidge* books, which they have read for themselves. They also enjoy listening to stories, including the *Harry Potter* books. The children heard to read are able to recount a story and predict a likely ending. They know how to find particular information by using the contents and index in a book and how to search in the school library. Readers who are sometimes unsure of a word make good use of their knowledge of phonics as they decipher it, and are able to judge whether they are correct by the sense of the sentence. All pupils take their books home to read, and the interest of parents has helped to maintain the high profile of reading. Some parents have made large and attractive sacks, which contain books, related toys and games that classes take home in turn.

69. The standard of writing is good and sometimes very good. Pupils write stories or recount those they have read, such as the story of *Cinderella*. When writing an account of something happening to themselves, they are able to use a conversational style, such as: 'Well, we have got to the new house..', or a narrative style; 'Now the lion, (who had been causing all these problems)'. They understand how to organise their writing to suit their readers and the conventions of the subject, such as when they write up an investigation in science. Rules for spelling and word 'families' are carefully taught in the literacy hour and reinforced in the teachers' marking. Handwriting is specifically taught and, in their handwriting books, the pupils show good progress. However, these skills are not always successfully transferred to their other written work and some writing reverts to being rather unclear and ill-formed. Most pupils know how to use capitals and full stops in their writing. Computers are sometimes used to produce neat, finished versions of written work.

70. The quality of teaching is good. The basic skills of literacy are well taught and reinforced by their use across the curriculum. Teachers have high expectations that the pupils will learn and understand. The pupils respond well, particularly when the lesson is interesting or challenging. When they lose interest, they can become noisy and it takes a while for teachers to regain their attention. There is good use of on-going assessment of what individual pupils have understood and still need to learn and, because of this, group activities are well chosen and pupils can get on without wasting time. Teachers plan lessons carefully and usually in detail. Those pupils who need extra support receive it. Feedback is given to pupils on how well they are doing in their work. This is done orally and, for older pupils, in written marking. Often, though, the marking of a piece of writing does not explain clearly enough what has been done really well and what needs to improve, with reference to pupils' targets. Relationships are good. The pupils are secure, knowing what is expected of them, and they respond well.

71. The curriculum provided is interesting and effective in the way in which it develops the skills of speaking, listening, reading and writing. Assessment and recording procedures are very detailed and informative. The results of standardised tests are studied and good use is made of the information gained to plan future teaching and to pinpoint the areas needing development. Writing is a focus for improvement in the current school improvement plan. All teachers are working on this, through a well-considered action plan. All the pupils have specific targets for improvement. They know their targets and are able to refer to them in class.

72. The subject is well co-ordinated by a teacher who has several areas of responsibility. She attends professional training courses and then shares information with her colleagues at staff meetings. She makes sure that the subject is well resourced and has begun to monitor her colleagues' teaching. Good use is made of extra adult support for teaching. The library is small but has a reasonable number of fiction and non-fiction books for pupils' use.

MATHEMATICS

73. Results in the national tests at the end of Year 2 have improved considerably since the last inspection because the quality of teaching and the monitoring of pupils' progress are much better. In 2001, results were well above the national average, and well above average compared with those gained by schools in similar social circumstances. All the pupils reached the expected Level 2 of attainment and half gained the higher Level 3. Boys and girls did equally well.

74. Evidence from pupils' work in the current Year 2, and from the lessons observed, confirmed that attainment is well above national expectations in most aspects of mathematics. In number work, all of the pupils can count, order and calculate confidently with numbers to 100. For example, in a lesson seen, pupils were using multiplication and division skills to double and halve two-digit numbers. Most of the pupils understand that these processes are the inverse of each other, and they can show this by writing the appropriate calculation. About a half of the pupils are confident to extend these skills to numbers beyond 100, such as calculating that a half of 250 is 125. Pupils' very good oral skills help them to explain the methods they are using. Pupils' past work shows that standards in measuring, working with shapes, and handling data are not as high. All pupils are reaching the expected standard in these aspects, but the higher attainers are not being challenged to the same extent as in number. Most pupils, particularly the higher attainers, are able to use and apply their skills to solve problems and investigate patterns, but there are too few activities that require them to do so.

75. When pupils start school in the reception class, attainment in mathematics is above average because most pupils have good early skills and there are very few low attainers. Compared with these initial levels of attainment, Key Stage 1 pupils' achievements are good overall, particularly in number. For example, pupils' past work in Year 1 shows most of them working with numbers to 20 at the

beginning of the year, but becoming confident with numbers to 100 after two terms. Similarly good progress is made in Year 2 as pupils learn to calculate with numbers to 100 and beyond. In aspects of mathematics other than number, achievements for the lower and middle attaining pupils are good, but only satisfactory for the higher attainers because the work does not extend their skills sufficiently. Very few pupils have been identified as having special needs in mathematics. The lower attainers make good progress in lessons. Teachers form groups within their classes so that tasks can be matched to pupils' needs, and an adult often works with the lower attainers and provides skilled support.

76. Most pupils have good numeracy skills, and many have a recall of number facts that is much better than would be expected for their ages. They are given good opportunities to use and develop these skills in mathematics lessons. Whilst there are some examples of pupils using measuring and counting skills in science, generally, too few opportunities are planned to use and develop pupils' numeracy skills in other subjects.

77. The quality of teaching and learning was good in each of the two lessons observed, which is an improvement since the previous inspection. Lessons are planned carefully. Teachers use the lesson structure of the National Numeracy Strategy effectively to ensure that they provide a variety of activities at a good pace. As a result, pupils' enjoy the high level of interaction with their teachers, are eager to offer their ideas, and make good progress in developing their skills. For example, a Year 1 lesson began with the class counting from 39 towards 100. When the teacher reversed the direction, pupils found remembering the number before 40 or 50 difficult, but constant repetition enabled them to learn the pattern. Teachers are very adept at targeting appropriate questions to pupils of varying abilities so that all are challenged. Concepts are explained methodically, such as when Year 2 revised division, and teachers involve pupils well demonstrating and explaining what they have done. In one lesson, the teacher shared the learning objective with pupils, used group targets to highlight particular areas for improvement, and encouraged pupils to evaluate their own success at the end. This gave pupils a good understanding of what they were trying to achieve. In group activities, work is well matched to the needs of individual pupils, which gives them the confidence to be successful. On occasion, the pupils get too excited and noisy in the whole-class sessions and this is not managed well enough, so time is lost settling the class. Homework is used effectively to consolidate pupils' learning.

78. The curriculum is satisfactory. Whilst the emphasis on number work is appropriate, there is insufficient attention to using and applying pupils' skills in a range of situations. The school has identified this weakness and has plans to improve the balance of the curriculum. The use of information and communication technology to support work in mathematics is satisfactory, and recent improvements in resources and training for staff suggest that it is improving. Pupils use workbooks and worksheets to complete most of their mathematics. This is reasonable because it frees them from unnecessary recording. However, the work in exercise books is not always well presented and pupils are not being required to develop their recording skills to the same standard as their other work. Systems for assessing and monitoring pupils' attainment and progress are very good and much improved since the last inspection. From the reception class, the school keeps careful track of pupils' achievements so that work can be matched carefully to enable pupils to take the next step in their learning. Pupils' 'progress books', which contain a sample of mathematics work completed each term, are a particularly good way for teachers and parents to monitor improvement.

79. Management of the subject across the school is good and has improved since the last inspection. The co-ordinator gathers a good deal of information about standards of attainment and the quality of teaching and learning, which enables her to identify strengths and weaknesses. For example, through scrutiny of pupils' work and an analysis of national test results, she identified the need to increase the

emphasis on pupils using and applying their skills. This is now part of the subject action plan. The school is well placed to build on the high standards that pupils already achieve.

SCIENCE

80. The results of teacher assessments at the end of Year 2 have been fairly consistent over the past three years. In 2001, almost all pupils reached the expected Level 2 of attainment, which was above the national average, and about a fifth gained the higher Level 3, which was close to the national average. However, compared with schools in similar social circumstances, these results were below average because fewer pupils reached Level 3 than would be expected. The school's analysis of these results showed that the weakness was in the more able pupils' skills in experiments and investigations, so greater emphasis has been placed on this aspect of science during the current year.

81. Evidence from pupils' work and from the one lesson observed shows that the school's strategy for improvement is being successful. Attainment in the current Year 2 is above national expectations and better than at the last inspection. For example, with guidance, most of the pupils can carry out a simple experiment. They predict which of two ice 'hands' will melt the quickest, one covered in plastic film or another left bare. They observe the hands and record their findings at time intervals. They draw a sensible conclusion from their evidence, and include the new concept of insulation in their explanation. Other recorded work shows a steady development of factual knowledge in all aspects of science. For example, pupils explored the school building and grounds to find a variety of 'minibeasts', linking where they were found to their preferred habitat. They have observed the effect of heat on a variety of materials, learning that some change irrevocably whilst others return to their original state. They have investigated the distance a toy car will travel, depending on the slope of the ramp from which it is set off. Discussion with pupils about their work indicated that about half should reach the higher Level 3 of attainment by the end of the year.

82. Most pupils join the reception class with a knowledge and understanding of the world that is above average. Evidence from current work in Years 1 and 2 shows that pupils' achievements are good. For example, Year 1 pupils have grown beans and considered whether sand or soil provides the best conditions. Their recording of their findings is above average for pupils of this age, including drawings of the beans' growth and a simple conclusion. In Year 2, pupils' conclusions to their experiments show much better understanding and a wider range of knowledge. All pupils in each class complete the same work. Lower attainers receive more adult support, as seen in the one lesson observed, and higher attainers are challenged appropriately, particularly by the experimental work that is now a stronger feature of the curriculum. Pupils' work is well presented in science folders.

83. In the one lesson observed, the quality of teaching was satisfactory. An investigation into the comparative size of pupils' hand span and foot length was well planned, and the teacher brought the pupils' attention to the need for accuracy in the way they measured and recorded their findings. The pupils thoroughly enjoyed the practical nature of the lesson and were eager to discuss their predictions and conclusions. However, the teacher's planning did not identify the particular skills that the lesson was designed to improve, so the pupils' learning lacked focus. Work on prediction, planning the experiment, fair testing, accurate measuring, recording and reaching conclusions were all part of the lesson, but this was too much for most of the pupils to consider at the same time. Also, the lively, practical nature of the lesson resulted in some pupils becoming too noisy, and the teacher did not always manage this well enough, so it was difficult to concentrate. Nonetheless, the teacher drew together the strands of the lesson effectively at the end so that the pupils understood the result of the investigation. Pupils' past work indicates that teaching is usually good.

84. The curriculum is well planned and provides a good balance and range of work. The increased emphasis on pupils experimenting and investigating is an improvement since the last inspection. Procedures for assessing pupils' attainment and progress are very good. Assessments at the end of each unit of work, and the inclusion of a typical piece of work in each pupils' 'progress book', show progress very clearly and enable teachers to plan future work that meets the needs of the pupils. A good portfolio of assessed work shows the expected standards. Information and communication technology is not much used to support science work, but the school has identified this as an area for development and new resources will support improvements. Management of the subject is good. The co-ordinator is very experienced, teaches science to both Year 1 and Year 2, and identified the need to increase experimental and investigative activities from her analysis of pupils' work. She has monitored science lessons in the reception class, but her own teaching has not been evaluated, which is a weakness.

ART and DESIGN

85. As at the last inspection, pupils' achievements are satisfactory and, by the end of Year 2, attainment is close to the standards expected nationally. There are examples of observational drawing of pot plants, in pencil, and sea shells, in charcoal, which are of higher quality because pupils have captured the form and texture of these subjects particularly well. Sketches of buildings in the locality are also of good quality and include perceptive detail. Most of the work seen, however, is typical for pupils' ages.

86. In Year 1, pupils have used a wide range of natural materials for collage and, during the inspection, they built on these skills using bright colours of paper, fabric and plastic to make effective collages of dragons. The current Year 2 project entitled 'Can buildings speak?' has been developed methodically over a number of lessons. Pupils collected rubbings from various surfaces around the school and examined the differing textures. Their drawings of selected views of parts of the classroom show a good attention to detail. They used these experiences to make models of part of a room or building. The approach of developing art skills through a series of experiences is good practice, but it is not much in evidence in most of the work seen.

87. No lessons were observed, but the range and quality of pupils' work on display indicates that teaching is satisfactory. Pupils tackle a sound range of activities, from painting to three-dimensional work, and good use is made of art to support activities in other subjects. For example, Year 1 pupils drew and painted toys as part of a wider topic. However, pupils do not use sketchbooks to explore ideas, and they rarely develop the same idea through a variety of media. Pupils are introduced to the work of a variety of artists, and they produce their own work in the same style, such as the William Morris patterns in Year 2. Although art from other cultures is not much exploited, Year 2 work inspired by African art is of a sound standard. Organisation of the subject across the school is satisfactory.

DESIGN and TECHNOLOGY

88. As at the last inspection, pupils' achievements are satisfactory and, by the end of Year 2, attainment is close to the standards expected nationally. For example, Year 2 pupils' winding mechanisms are carefully made and fulfil the purpose for which they were designed. The pupils examined a range of mechanisms, drew suitable designs for their own, and then made them in pairs. Of higher quality is their work designing and making a 'coat of many colours' for Joseph. The pupils used a computer program to design their coat, drew designs that included lists of the materials they would use, and made the coats by weaving coloured paper through cloth. The finished coats show good making skills.

89. In the one lesson observed, the quality of teaching was good and the standard of work produced by Year 1 pupils was better than expected for their age. As part of a wider topic about 'Dragons', the pupils had drawn good-quality designs to make their own dragons. The variety in the designs was reflected in the construction. The wide range of found materials provided by the teacher enabled the pupils to select those that suited their purpose, and this helped them to produce work of a good standard. The teacher had previously taught the pupils a method for joining tubes to flat surfaces by cutting and bending slits in the tube, and all the pupils independently showed their use of this skill. The teacher skilfully used examples of pupils' work to stimulate new ideas and managed a very lively session effectively.

90. Pupils' skills develop steadily because all aspects of the design and technology curriculum – designing, making and evaluating – are included appropriately in teachers' planning. Organisation of the subject across the school is satisfactory, though the co-ordinators' current priorities are with other subjects she manages. She provides good support for planning pupils' work and ensures that the necessary resources are readily available. She monitors the quality of pupils' work throughout the school. She knows the strengths in the quality of teaching and learning and aspects that need to improve further.

GEOGRAPHY

91. Pupils' achievements are satisfactory and, by Year 2, they reach standards that are similar to those expected for their age. This is an improvement since the previous inspection.

92. Younger pupils have considered the travels of Barney the Bear and have found out what he saw when visiting London. They have looked at pictures, then drawn and written about famous landmarks, such as the London Eye. In sharp contrast, when he travelled to Finland, pupils have noted the different clothing he would need in a colder country and the kind of transport necessary, such as a ferry and a sledge. The older pupils have contrasted where they live with life on an island off the coast of Scotland, deciding what they would enjoy and what they would miss. As part of this work, they have drawn pictorial maps. In the one lesson seen, the class learned about Japan and a Japanese spring festival. This is well chosen to link with the coming World Cup.

93. As only one lesson was seen, it is not possible to judge the quality of teaching across the school, but the pupils are being taught the National Curriculum through an interesting scheme of work, which provides opportunities for them to build their skills and understanding step by step. This is an improvement since the last inspection. Management of the subject is satisfactory and there are sufficient resources for it to be taught. There is a good, detailed assessment system in use which is based on national recommendations.

HISTORY

94. No history lessons were observed during the inspection. Based on a scrutiny of pupils' past work and discussions with staff, pupils' achievements are satisfactory and they reach standards that are close to those expected nationally.

95. Pupils compare old and new objects and know that tastes and materials used sometimes differ over time. A topic on 'Toys' demonstrated this well and there was good parental involvement when parents responded to a class survey and gave information. Pupils' drawing and writing recorded what they had learned, including mum's 'favourite lamb' and dad's 'favourite space hopper'. In learning about famous people, pupils' have studied the life of Grace Darling and made little books to record the

facts. They have also studied Florence Nightingale, again writing and drawing what they have learned about her life.

96. As no lessons were seen, it is not possible to judge the quality of teaching across the school, but the curriculum is interesting and the work is well planned. It follows a detailed scheme of work and system for assessment, based on national recommendations. This is an improvement since the previous inspection. Management of the subject is satisfactory, though the co-ordinator has many other responsibilities. Resources are satisfactory and the co-ordinator intends to acquire more artefacts for the pupils to study.

INFORMATION and COMMUNICATION TECHNOLOGY (ICT)

97. Pupils' achievements are satisfactory and, by the end of Year 2, attainment is in line with national expectations. This is rather better than at the last inspection.

98. ICT is taught as a subject, but pupils also use and develop their skills as part of work in other subjects. They know how to use a tape recorder when they listen to stories, using headsets so as not to disturb others. In learning about computers, the younger children become familiar with the mouse and keyboard as they type words and use a variety of programs. For example, they use a simple graphics program to make pictures, developing good mouse control and their ability to select and use colours. Year 2 pupils have used these skills to design a coat of many colours as part of design and technology. Most pupils know how to use the mouse to click and drag, and they are developing good early skills. In the one lesson observed, a group of Year 1 pupils learned how to use a programmable toy so that it moved from one point on a chart to another, following their instructions. There are good examples of Year 2 pupils making a neat, final version of their writing, using the computer as a word-processor.

99. Pupils, including those who have special educational needs, make satisfactory progress because they experience a suitable range of work and receive good support. They gain in confidence and dexterity as they control actions on the screen and on the ground. Most Year 2 pupils know how to print and save their work, and the more knowledgeable ones help and advise their class mates. Pupils have good attitudes to the subject. They work eagerly with a partner or in a group. They discuss together what is happening on the screen and help each other follow and manipulate the programs. In the one lesson seen, the pupils quietly and attentively followed the instructions and demonstration of the teacher, listening and watching carefully before going to the computers to work.

100. It is not possible to judge the overall quality of teaching because only one lesson was observed. Teachers recognise that their expertise needs strengthening, and they are receiving training and gaining a better understanding of the curriculum. The work is well planned and the pupils are taught new skills methodically as they move through the school. In the lesson seen, the teaching was careful and clear. Good use was made of pupils who have home knowledge of computers and the lesson was well organised to practise and learn new skills.

101. The curriculum is broad and balanced because teachers use an appropriate scheme of work based on national recommendations. Assessment is regular and systematic and, again, follows the pattern recommended. Management of the subject is satisfactory. The co-ordinator oversees the implementation of the National Grid for Learning initiative, and organises training. The school is well resourced to teach the subject. Each class has two computers and a printer, and there are six extra computers based in the reception class and used by Year 1 and 2 for lessons. It is the intention, following building work, to have accommodation for a computer suite. The provision is much better than at the time of the last inspection.

MUSIC

102. On the evidence of the one lesson observed, pupils' singing in two assemblies, and the lunchtime music club for Year 2 pupils, standards are close to those expected for pupils' ages. This is a similar finding to the last inspection. It is not possible to make a judgement about pupils' achievements across the school. In the Year 2 lesson seen, pupils sang two songs with a seaside theme tunefully and enthusiastically. They have an awareness of low and high notes, but need to develop more accurate skills in singing a series of notes played for them. Listening skills are above average, and the pupils' ability to describe the mood of what they have heard is well above average because most are very articulate. After listening to a piece of music, one pupil said, "It sounds like everything is floating around", and another said, "It's like getting lost in a whirlpool". There are other examples of high attainment, such as the child who played a recorder in one of the assemblies, and the singing of songs from 'Crikey Moses' by the lunchtime music group.

103. In the one lesson observed, the quality of teaching was good. A very carefully planned series and variety of activities involved the pupils in listening, appraising and performing. The teacher's good knowledge of the subject ensured that pupils' skills were being developed all the time. Examples of pupils' good performance were used skilfully to stimulate ideas in others. As a result, the pupils enjoyed the lesson, tried their best, and made good progress.

104. The school encourages pupils to develop an interest in music through a variety of activities as well as lessons. Well-chosen pieces of music are played as pupils enter assembly and these are discussed. All the Year 2 pupils begin to learn to play the recorder, and this encourages many to learn to play an instrument when they move to their next school. Along with a group of schools in the locality, Year 2 pupils took part in a production of 'Crikey Moses' at a local theatre. The lunchtime creative arts' club has music as one of its activities. Management of the subject across the school is good, with the co-ordinator being largely responsible for the richness of the curriculum.

PHYSICAL EDUCATION

105. On the evidence of the two lessons observed, standards in games skills are close to those expected nationally. It is not possible to make a judgement about attainment in other aspects of the subject or about pupils' achievements across the school. In the Year 2 lesson seen, pupils showed good ability to practise and improve their ball skills because pairs worked together productively. However, the accuracy with which they sent and received a ball is similar to most pupils of their age. There are a few higher attainers who are able to catch and throw more reliably. The Year 1 lesson showed a similar picture of attainment.

106. In the two lessons seen, the quality of teaching was satisfactory with weaknesses. Both teachers had planned the lessons carefully, with appropriate activities. The warm-up sessions were good, particularly in the Year 1 lesson where the pupils thoroughly enjoyed a series of games. The principle weakness in both lessons was unsatisfactory management of pupils' behaviour. The teachers did not make clear, from the start, their expectations of sensible, quiet behaviour and, as the pupils became excited by the activities, the teachers did not control the lively behaviour firmly enough. As a result, much time was lost continually gaining the pupils' attention, and it was often difficult to hear the teachers' instructions. While teachers evaluate pupils' work well, and provide considerable praise and encouragement, pupils do not have enough opportunities to evaluate their own work, so their knowledge of their own learning is insecure. This means that they do not know what they must do next to improve their work.

107. The planned curriculum includes all the required elements of the National Curriculum. One of the lessons observed lasted about 50 minutes and this was too long to sustain quality physical activity. Since the last inspection, the addition of a spacious hall has improved the facilities for physical education considerably. The school plans to add more equipment to improve facilities for gymnastics. Management of the subject across the school is satisfactory, though the co-ordinator manages a number of other subjects that are a higher priority at present.