

# INSPECTION REPORT

## **Speen Church of England (VA) School**

Speen, Princes Risborough

LEA area: Buckinghamshire

Unique reference number: 110468

Headteacher: Mrs D. Nayna

Reporting inspector: Mr R. W. Burgess  
20950

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> April 2002

Inspection number: 196736

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	Flowers Bottom Lane Speen Princes Risborough Buckinghamshire
Postcode:	HP27 0SX
Telephone number:	01494 488321
Fax number:	01494 488321
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. Edwards
Date of previous inspection:	28 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Mathematics Science Information and communication technology Geography History Equal opportunities English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9942	Susanna Stevens	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20281	Gill Dunkling	Team inspector	English Art and design Design and technology Music Physical Education Foundation stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Speen Church of England School is situated near Princes Risborough and serves an area where the housing is both privately owned and rented. The pupils come from a range of social backgrounds. The level of employment is similar to the national average. At the time of the inspection there were 52 pupils aged between four and 7 years on roll, four of whom attend part time. This is smaller than most schools. There are more boys than girls. Most children have attended pre-school provision. There is a wide range of attainment on entry which varies significantly from year to year. It is broadly average overall. There are a small number of pupils with English as an additional language. The school admits pupils at the beginning of the term following their fourth birthday, although many defer the place until September of the Reception Year. No pupils are in receipt of free school meals. This is below average, although anecdotal evidence suggests more parents could apply than do so. Fourteen pupils have been identified as having special educational needs, which is above the average for a school of this size and type, one of whom has a Statement of Special Educational Need. Since the last inspection the age of transfer has changed from the end of Year 3 to the end of Year 2 following a reorganisation of schools within the local authority.

### **HOW GOOD THE SCHOOL IS**

The education provided is very good overall. The pupils make good progress, particularly pupils with special educational needs and those who use English as an additional language. There is good provision for more able pupils. The majority achieve good standards. The headteacher, staff and governors, share a strong commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The school has carefully analysed the pupils' work to help in planning and setting targets to improve standards. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

#### **What the school does well**

- ◆ Very good standards.
- ◆ The high quality of teaching.
- ◆ The very good leadership by the headteacher and staff with very good support from the governing body.
- ◆ The very good attitudes and personal development of the pupils.
- ◆ The very good provision for the care and personal development of pupils.
- ◆ Provision for pupils with special educational needs is very good.
- ◆ Very good provision for the Foundation Stage.
- ◆ Very good links with parents and the community

#### **What could be improved**

- ◆ All areas of the school's work were judged to be good or better during the inspection.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made a good improvement since the last inspection in April 1997. The school has successfully developed and implemented plans to tackle all the issues identified in the last

report. The most significant improvements have been in the quality of curriculum planning and in the improved provision for information and communication technology which has been reflected in improved standards of attainment. The school has established effective procedures for monitoring pupils' progress and uses the outcomes of assessment to inform and benefit practice across the school. It uses the information to improve teaching and learning throughout the school. The school has effectively managed the change in the age of transfer and has enhanced provision through appointments of part time teachers and an increase in the number of support assistants. The school received a school achievement award for its results in 2001 national tests. The school recognises that further progress can be made and has already taken effective action through additional attention to writing to address the difference in achievement in writing compared to reading and mathematics. It is well placed to continue to build on its recent improvements with clear aspirations identified by the headteacher and governing body to promote high standards of provision and attainment.

## **STANDARDS**

The table showing the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests are not reported, as there were less than 10 pupils in the cohort. The number of pupils in each class differs considerably and currently year groups vary between 11 and 21. This has a significant impact on the recorded levels of attainment in each year and makes trends from year to year an unreliable measure.

In the 2001 national tests and assessments for Year 2, pupils' results were very high and in the top five per cent nationally in reading, writing and mathematics. The percentage of pupils achieving the expected level was very high in reading and mathematics and above average in writing. The percentage achieving the higher levels was very high in reading well above average in mathematics and slightly below average in writing. When compared with those in similar schools the percentage of pupils achieving the expected level was very high in reading, writing and mathematics. The percentage achieving the higher levels was well above average in reading, above average in mathematics and well below average in writing. The school trend has been consistently above the national average in recent years.

From evidence gathered during the inspection, levels of attainment upon admission to the school are broadly average overall but with a significant variation from year to year. In the Reception year, children make good progress reaching, and in many cases exceeding, the early learning goals in personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world, creative development and physical development. Current standards for Year 2 are very good in English and mathematics and good in science for the majority of pupils. Standards in information and communication technology are good. Bearing in mind their starting point, pupils achieve well.

The school has set appropriate future targets for pupils and very good progress is being made towards meeting these targets. There is clear evidence of improvement since the last inspection, particularly in English, mathematics and information and communication technology.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have very positive attitudes to their work and are keen to be in school.

Behaviour, in and out of classrooms	The school is an orderly community in which behaviour is good. Pupils behave well in lessons and around the school. This has a positive effect on the quality of life in the school and the quality of learning.
Personal development and relationships	Relationships are very good throughout the school. Pupils are given very good opportunities to develop and express their feelings, particularly with the development of moral and social values. They take responsibility, show initiative and enjoy finding out information for themselves.
Attendance	Levels of attendance throughout the school are very good and above the national average. Pupils come to school on time.

The staff are very hardworking and committed to the care and education of the pupils. Pupils are eager to come to school and are positively involved in a wide range of activities. They behave very well and work co-operatively with each other. Registers are completed each morning and afternoon and they conform to the latest guidance.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5- 7 years
Lessons seen overall	Very good	Very good

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

Teaching was very good, with many activities providing stimulating learning experiences. The good and very good lessons reflected teachers' good subject knowledge, high expectations, very good use of time and resources and the very effective deployment of support staff. The skills of literacy and numeracy are taught well. The teaching of pupils with special educational needs is very good. Pupils' learning is very good in the Foundation Stage and at Key Stage 1. Progress in learning for pupils with special educational needs and those who use English as an additional language is very good. It is also very good for gifted and talented pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good overall, particularly for the Foundation Stage. Long and medium term planning ensures continuity and progression for the different ages and attainment within each class.
Provision for pupils with special educational needs	The school makes very good provision for special educational needs. Records of progress are clear, used well for individual education plans and targets set are regularly reviewed. Classroom assistants give very good support to pupils.
Provision for pupils with English as an additional language	Provision for pupils who use English as an additional language is very good and they readily access the full curriculum.
Provision for pupils' personal, including spiritual,	The school makes very good provision. The school functions like a large family, whose members look after one another. It

moral, social and cultural development	effectively prepares pupils for the opportunities and responsibilities of adult life.
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How well the school cares for its pupils	The school takes very good care of its pupils. Teachers are sensitive to their individual circumstances. They make sure that they are safe and happy and keep a close check on the progress they are making.
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Provision is enriched through a range of school visits linked to work in the curriculum. The school provides very good information for parents and works well with them. This has a very good impact on pupils' learning throughout the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher draws the efforts of the school team together well and there is clear educational direction for its work. The management of special educational needs is very good.
How well the governors fulfil their responsibilities	The governors fulfil their duties very well and play an important role in shaping the direction of the school. They give very good support to the headteacher and the staff.
The school's evaluation of its performance	The school makes very good analyses of its performance and takes clear, firm action to improve. The school's understanding of its strengths and weaknesses is very good.
The strategic use of resources	Resources are used to best effect and the school ensures it gets good value from the services it buys.

There is a very good number of suitably qualified and experienced staff. The accommodation is good overall for teaching the number of pupils on roll. There are well judged priorities for development that are carefully supported by the school's financial planning. An important aspect of leadership and management has been the careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The governors monitor the effectiveness of financial decisions to ensure best value, for example, through an evaluation of the contribution of part time teaching appointments and classroom assistants.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ Their children like school.</li> <li>◆ The good teaching.</li> <li>◆ The high expectations.</li> <li>◆ They are comfortable approaching the school with questions or problems.</li> <li>◆ The school helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The range of activities outside of lessons.</li> </ul>

The responses to the questionnaire sent to parents prior to the inspection indicate a very high level of satisfaction with the standards achieved by the school. Inspectors disagree with some parents' views that there are insufficient activities outside lessons. There is a good range of

visits to places of interest and extra-curricular activities which enhance the curriculum.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The previous inspection in April 1997 reported that standards of achievement overall were broadly in line with national expectations. It stated that standards of achievement were average in English, mathematics and science and good in geography, history and music. Attainment was in line with national expectations in all other subjects.
2. Attainment on entry to the school is broadly in line with national expectations overall but with a wide range and considerable variation from year to year. Children make good progress in their learning in the Reception Year and the majority of children are on course to meet expected levels well by the end of the Reception Year.
3. The number of pupils in each class differs considerably and year groups vary between 11 and 21. This has a significant impact on the recorded levels of attainment in each year and makes trends from year to year an unreliable measure.
4. In the 2001 national tests and assessments for Year 2, pupils' results were very high and in the top five per cent nationally in reading, writing and mathematics. The percentage of pupils achieving the expected level was very high in reading and mathematics and above average in writing. The percentage achieving the higher levels was very high in reading, well above average in mathematics and slightly below average in writing. When compared with those in similar schools the percentage of pupils achieving the expected level was very high in reading, writing and mathematics. The percentage achieving the higher levels was well above average in reading, above average in mathematics and well below average in writing. The school trend has been consistently above the national average in recent years.
5. Inspection evidence indicates that standards for Year 2 pupils are above expectations in reading, writing and mathematics. This represents good achievement. The school has introduced the national initiatives for literacy and numeracy positively. In addition, staff have analysed the school's results in national tests in order to build on strengths and overcome weaknesses. For example, in additional provision for developing writing, following a comparatively less strong performance in writing in 2001 national tests.
6. Standards for the majority of pupils are very good at the end of Year 2 in English, mathematics and science. The school has set appropriate future targets for pupils and good progress is being made towards meeting them. In information and communication technology standards of achievement are good. Attainment in music is good and above national expectations. Standards achieved in all other subjects of the National Curriculum are at least satisfactory and in line with those expected nationally, for the majority of pupils. Progress in pupils' learning is very good overall. Progress for pupils with special educational needs and for those who use English as an additional language is very good. For gifted and talented pupils progress is also good. Targets set by the school are appropriate for the individual pupils reflecting their previous levels of achievement.
7. Pupils' attainment in speaking and listening is above national expectations. Pupils listen attentively with good concentration. They respond sensibly to adults and pose their own questions in discussion. Pupils show confidence in role-play. All pupils speak confidently in

public performances using dramatic effects well. Many pupils listen attentively across a wide range of contexts. By the end of Year 2, pupils' attainment in reading is above national expectations. Pupils read for an increasing range of purposes, using a variety of types of reading matter. Nearly all pupils read books with understanding. Few pupils experience difficulty when they encounter unfamiliar words. All pupils know how to use the library. By the end of Year 2 standards of attainment in writing are above average. Grammar, punctuation and spelling are developing well. Stories often contain sustained ideas. Pupils are confident in spelling and punctuation and their handwriting is developing well.

8. The work seen in lessons during the inspection also showed that progress in learning in all aspects of English was very good for the majority of pupils. Pupils with special educational needs, those who use English as an additional language and more able pupils make very good progress due to very good teaching and the very good support they receive from the classroom assistants which enables them to work very successfully alongside other pupils.

9. In mathematics attainment is very good by the end of Year 2. The rate of learning is very good, including pupils with special educational needs, those who use English as an additional language and talented pupils. The majority of pupils attain good standards in their numeracy. The effective introduction of the national numeracy initiative has resulted in higher standards. By the end of Year 2, pupils are able to name basic shapes. Most pupils are able to place numbers in order up to 100 and understand the concept of place value for tens and units. The youngest pupils are beginning to use mathematical language such as odd, even and between. More able pupils are able to use mental recall of addition and subtraction facts to count on without support.

10. In science attainment is above national expectations for the majority of pupils at the end of Year 2. All pupils have a thorough understanding of the knowledge elements of science. They apply their knowledge confidently and explain their thinking clearly. All pupils use simple equipment to carry out investigations. They all have the expected level of knowledge across the different aspects of the science curriculum. Pupils readily use the correct scientific terms and take a pride in using these. Progress in pupils' learning in science is good overall. Talented pupils and those who use English as an additional language also make good progress. Pupils with special educational needs make good progress. The standards of their written work do not always match their oral work.

11. In information and communication technology pupils achieve good standards in their skills and make good progress in their learning. At the end of Year 2 standards are above national expectations. The subject is well organised and pupils develop confidence in using the computer and other equipment. There is increasing use of information and communication technology across subjects to provide a wider opportunity for pupils to learn how to use equipment effectively and efficiently. Pupils show confidence and respond well.

12. Attainment in music is good and above national expectations. Standards in all other subjects of the National Curriculum are at least satisfactory. The good planning ensured work is appropriate to all pupils reflecting their differing prior attainment. Good strategies were used to ensure pupils worked at a good pace and expectations of standards and behaviour were high, reflecting the impact of the quality of teaching on standards. The focus on improving curricular provision, teachers' expectations, planning and organisation are having positive results. Staff continue to improve their professional expertise, such as in their knowledge and understanding of information and communication technology.

13. The school has carefully analysed pupils' performance as part of its drive to raise standards. It has compared performance with similar schools. Whilst comparisons with other schools may be unreliable, the school has identified targets for individual pupils based on their previous level of attainment. Effective measures have been established to raise standards, through detailed curriculum planning and refined assessment procedures. The full impact of these has yet to be fully reflected in pupils writing.

14. Progress of pupils with special educational needs is good. The individual education plans identify their needs effectively. The progress of talented pupils and those who use English as an additional language is good. Targets and predicted standards are set for pupils with special educational needs and individual education plans provide clear details of pupils' requirements. Additional support is provided and classroom assistants play an important part in helping pupils with special educational needs.

### **Pupils' attitudes, values and personal development**

15. The very good quality of most children's attitudes to school, their personal development and the relationships they have with each other and with all adults, have been maintained well since the last inspection. Parents support the positive values promoted by the school and the majority of pupils respond well to these expectations. Behaviour in lessons and around the school is generally good, although a minority of pupils behave inappropriately at times. The consistency of staff behaviour management and the emphasis on pupils taking responsibility for their own actions enables pupils to clearly understand what contributes good behaviour and they respond promptly. Attendance levels are consistently well above the national average, and the minimal unauthorised absence is due to holiday leave in term time.

16. The children in Reception, including those with special educational needs, are full of enthusiasm for learning and generally respond well to the structure of their literacy and numeracy lessons. Children are eager to contribute their ideas in lessons and class teachers constantly remind children to listen carefully to each other and to their teachers. The school is committed to the inclusion of all pupils, and the very good support given to the ethnic minority pupils, those with English as an additional language and those with emotional and behavioural difficulties, enables them to take a full part in all the activities offered. These positive attitudes contribute well to the life of the school community.

17. Because of the good quality of the teaching, the behaviour of most of the pupils is good. Class teachers use firm management strategies, which are applied consistently by all staff in the school. Pupils respond well to instructions and settle happily into a range of interesting activities prepared for them. All parents who responded to the questionnaire or expressed an opinion prior to the inspection felt their children liked coming to school and the standard of behaviour in the school was good. Parents trust the school to deal fairly with any disruptive behaviour and support the school in their efforts. The consistent, fair and firm management by all members of staff establishes behaviour boundaries within the school community. Most pupils respond well to these boundaries. There have been no exclusions and the school presents a happy, harmonious and purposeful community spirit.

18. The personal development of the pupils is very good. The quality of the personal, social and health education curriculum helps pupils to gain an insight into their own and other's feelings, teaches them to listen and emphasises the need to respect each other's views. The strong and supportive relationships most pupils have with their teachers are based on trust and respect and

pupils say that they are confident that their teachers will help them if they are unhappy. Most pupils get on well with each other, forming strong friendship groups. In lessons they learn to collaborate effectively in pairs and groups and many are able to organise their own work. A few show initiative in and around school and are eager to help with tidying up or collecting someone's coat from the playing field. Pupils show good levels of developing maturity through the year groups, and a strong sense of knowing the difference between right and wrong. No bullying or harassing behaviour was observed during the inspection and staff are vigilant in their supervision of the pupils, reinforcing the high expectations for good-natured fair play and behaviour.

19. Pupils clearly understand the impact of their actions on their friends and are aware of the plight of those less fortunate than themselves through their support for the NSPCC and other charitable fund-raising. The pupils are polite, greeting adults in a friendly manner and taking an interest in visitors to their school. They treat the resources and the school environment with appropriate care and respect.

20. Attendance at the school is very good and consistently well above the national average. Parents are conscientious about notifying the school of reasons for absence and there is minimal unauthorised absence. Pupils arrive at school in good time; registration is prompt and efficient enabling the school day to start on time.

## **HOW WELL ARE PUPILS TAUGHT?**

21. The quality of teaching is very good. It was very good in 59 per cent of the lessons seen, good in 30 per cent and satisfactory in 11 per cent. Teachers work hard and show enthusiasm for their work. In the best lessons high expectations, challenging tasks and good classroom management were significant features. Teachers ask probing questions to elicit pupils' understanding and extend their learning. Lessons move at a brisk pace and pupils are expected to work hard and complete tasks. In the literacy and numeracy hours, teachers use direct teaching methods well, giving the pupils clear explanations and instructions. Relationships between teachers and pupils are very good in all classes and this provides an encouraging and stable environment where pupils are prepared to accept challenge and learn from their mistakes.

22. The teachers' knowledge and understanding of the needs of young children in the Foundation Stage are very good. Planning for this age group reflects the changes which became effective from September 2000. The quality of teaching is very good. The curriculum takes account of the six areas of learning and the early learning goals. The staff have undertaken training to update their knowledge and expertise in the Foundation Stage. Teaching and learning are enhanced by the very good deployment of non-teaching support. Children are encouraged to be independent and to respond appropriately to instructions and this has a positive effect on their personal and social development.

23. In lessons where teaching is good or better, teachers encourage a calm, purposeful atmosphere in the classroom and this promotes good learning habits for the pupils. The teachers' secure subject knowledge is linked to high quality questioning. Higher attaining pupils are challenged by suitably demanding tasks in most lessons. Teachers' high expectations of good behaviour are reflected in the pupils' positive attitudes to getting on with independent tasks quietly and responsibly. Pupils are managed very well. Teachers ask open-ended questions and pupils are expected to be reflective, to consider alternatives and remember facts so that they build consistently upon previous learning. Good preparation of resources, good

demonstration and the teachers' enthusiasm are features of good teaching in art and design and music. There are high and realistic expectations of talented pupils and those with special educational needs. Individual education plans are followed well so that pupils build step by step on what they already know.

24. Teachers' weekly planning is very good and these detailed plans are used to form individual lesson plans. The needs of all pupils are included in the plans so that there is very good provision for the different ages and attainment of pupils providing equal access to the curriculum. Skills are developed systematically, for example, in art and design when teachers encourage pupils to develop and refine their own work. The best lesson plans set out clearly what pupils are to learn and know. There is careful planning for different groups, resources are identified and assessment opportunities are noted. In the few lessons where these were not evident, lessons lacked the pace and stimulation of a range of balanced activities for pupils to make the best possible progress. Group work is well organised with very good use made of support assistants. Teachers keep regular records of pupils' achievements in the core curriculum subjects. They use these to indicate specific tasks for pupils in lesson plans, for example, in mathematics they provide strong support for the pupils' good progress.

25. Throughout the school, teachers use specific subject vocabulary to enhance learning in all areas of the curriculum. Appropriate links between subjects help to make learning more relevant for the pupils, for example, data handling skills are used in a science project using mathematical and information and communication technology skills to show the range of favourite pets. Teachers are confident and they give pupils clear instructions on what to do and how to do it. These are significant features which promote good progress. Literacy and numeracy are developed well throughout the school day. Teachers consider the needs of all pupils, including talented pupils, those with special educational needs and those who use English as an additional language well.

26. Teachers assess core curriculum subjects comprehensively. Throughout the school, systems of assessment are good and this information is used well to help teachers to plan appropriate lessons. Within lessons, teachers encourage pupils to employ skills they have learned earlier. In science, they check pupils' understanding regularly during the lessons. Teachers mark work effectively to help pupils to improve their efforts. These are strengths in the teaching, as they help pupils to learn from their mistakes and evaluate their own performance. Teachers successfully promote learning for pupils with special educational needs. They work with the school's co-ordinator for special educational needs to create individual educational plans for pupils. These provide appropriately matched and sufficiently challenging work and help these pupils to make good progress. Classroom assistants give very good individual support in lessons.

27. Resources are used well. Support staff are very well deployed and they are involved in planning so that objectives are met. Support for pupils with special educational needs is very good. Time is used well in most lessons. An appropriate amount of homework is provided regularly for pupils. Pupils are expected to complete tasks at home and to do research to support learning in class. Teachers value the positive effect this has on pupils' learning. Parents are supportive of the provision of homework.

28. There has been a marked improvement in the quality and consistency of teaching since the previous inspection. Short term planning and assessment procedures are now effective. In the last report, there was some unsatisfactory teaching. No unsatisfactory teaching was seen during this inspection. The headteacher monitors lessons and reports regularly to the governing body on developments in teaching. This has been a particular feature during the introduction of

the literacy and numeracy hours and was an integral and successful part of the school's action plan following the previous inspection. Teachers reflect on results of national tests and their own assessments of pupils to improve their classroom performance.

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

29. The curriculum is very good overall and has improved significantly in quality and range since the previous inspection. All statutory requirements are met and all required subjects are included. It is very broad, well balanced and provides a stimulating and varied learning experience for all its pupils.

30. The quality of the curriculum provided for children in the Foundation Stage is very good and effectively supports their brisk rate of learning and the standards they achieve. Work covers the six areas of the Foundation Stage and good principles for early years' education effectively support the very good teaching, the very good management of support staff and the very broad range of stimulating activities. All staff are very successful in developing the personal, social and emotional development of children in the Foundation Stage which allows them to become independent and co-operate very well as they move from the Early Learning Goals into the National Curriculum.

31. Significant improvements have been made in the quality of curriculum planning. Developments in long term planning ensure a comprehensive overview of the curriculum and joint planning ensures continuity and progression throughout the school. Schemes of work have improved since the previous inspection and more formal monitoring of lessons is being developed. The school has very effectively implemented the National Literacy and Numeracy Strategies, which, in Key Stage 1 are very well taught in two groups. Teachers place great emphasis on the teaching of English and mathematics, since these are priorities in the school.

32. There is a good policy for personal, social and health education, which includes a drugs awareness theme. Sex education is not taught as a specific subject, but all children's questions are answered honestly, within the context in which they arise. Improved standards in information and communication technology reflect the improved provision in this area of the curriculum. In Years 1 and 2 the school is also very successful in promoting pupils' personal and social development, preparing them very well for the next stage of their education.

33. The very good provision for all pupils, including those who are talented and those with special educational needs, effectively ensures that all have equal opportunity and access to the curriculum. This reflects the school's aim to encourage and help the pupils to aim at achieving the highest standards of which they are capable. Support assistants have received very good training and are well briefed by teachers. Pupils with special educational needs are identified early. The quality of the support is very good and ensures a very good rate of progress for these pupils. Individual education plans are detailed and are regularly updated. Review procedures for pupils are carried out according to requirements. The Code of Practice is fully in place. A good improvement since the last inspection are the appropriate tasks set for those pupils identified as high attainers to ensure that they make progress in accordance with their abilities.

34. There is a good balance of extra-curricular activities, such as recorder playing, and pupils have very good opportunities to visit a wide variety of places of interest, such as Chiltern Open Air Museum and the Wycombe Swan. Children are well prepared for admission to the school through the very good relationship with the pre-school provision in the village. Year 2 pupils

enjoy opportunities to visit their new school. The school has very strong and effective links with local churches and with the local community. All these aspects of the school's life enrich the curriculum and contribute very effectively to pupils' personal, spiritual and cultural development.

35. The provision for pupils' spiritual, moral, social and cultural development is very good and shows very good improvement since the last inspection. The school lays considerable emphasis on promoting a strong Christian ethos. The pupils receive many opportunities to explore values and beliefs from within the Christian faith through the daily assemblies and through the strong links that the school has with the village churches. The school's mission statement is reflected in the daily life and conduct of its pupils. The school caters very well for the less specifically religious aspects of spiritual development within the curriculum. It provides very good opportunities for pupils to explore their personal creativity in art and in music and to reflect on matters important to them in personal, social and health education and through discussion of texts in English.

36. The school's provision for moral development is very good. The pupils' moral and social development underpins the school's life. When children begin school in the Reception class, they learn to trust, play and work together well. This lays a successful foundation for the good level of behaviour and good attitudes found in the school. Topics in geography and history also provide pupils with opportunities to think about and discuss moral issues from the past, or current concerns about the environment. The high expectation that the staff have of pupils' behaviour is also an important element of the provision for their moral development. The school very successfully encourages pupils to relate positively to other pupils, staff and to visitors. The teachers and other staff provide them with very good role models.

37. The provision for pupils' social development is also very good. The school is a significant focus for the local community. It encourages the pupils to feel part of that community. Pupils learn to work together well in groups when they share equipment and help one another develop ideas. Pupils accept responsibility in classrooms for distributing and tidying away some resources. They are polite and well mannered. A number of charities are supported by the pupils, for example, the National Children's Homes, Roald Dahl Leukaemia Fund, The Sargent Cancer Fund and the Shoe Box Appeal for Romanian children.

38. The school has worked hard to improve opportunities for cultural development and provision is now very good. The school teaches pupils to appreciate their own cultural traditions and the diversity and richness of other cultures through, for instance, developing links with Sierra Leone, and through the study of Judaism and Islam. Pupils are enabled to appreciate their own cultural heritage through work done in art and music, where they study and copy the work of acknowledged masters. They learn about musicians and artists of the past. They experience regular visits to such places as the Wycombe Swan to enjoy productions such as the BFG and the Schools' Orchestral Concert. Parents and members of the community provide very good cultural links. There are also very good opportunities for pupils to develop an awareness of cultural diversity through subjects like religious education, geography and history. A wide variety of multicultural books and resources have been purchased since the last inspection.

39. The very good provision for spiritual, moral, social and cultural development impacts positively on all aspects of school life and is one of the school's strengths.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

40. The welfare of all pupils, including those with special educational needs, is a fundamental priority for the school. This is reflected in the quality of the pastoral care provided. Parents are confident that their children are well looked after. The school has responded very well to the criticism of assessment in the last inspection and the good systems now in place have ensured a good level of educational support and guidance for each pupil. The data collected is not yet being used to full effect to plan work across all year groups, although appropriate challenge is provided for those capable of achieving higher levels. The guidance and support provided for those with special educational needs and those with English as an additional language is very good and these pupils make very good progress. The kindness and commitment of all adults who work with, and care for, the pupils ensure that the personal support and care for individual children is very good.

41. The children in the Reception class are well cared for in a happy and well-ordered atmosphere. There are good transition and induction procedures for both children and parents and the children have settled quickly and happily into the routines of the classroom. Very good communication between parents and staff ensures that any minor problems are dealt with quickly and sensitively. Staff quickly learn the strengths and weaknesses of each individual child and the special needs of those with emotional and behavioural problems or adapting to English as an additional language. All the adults who work with the children are consistently kind, firm and fair and the children quickly learn how they are expected to behave. The very good relationships in the school provide the children with a happy, secure atmosphere in which to learn.

42. The policies and procedures established by the school to ensure the health, safety and protection of the pupils are very good. Regular risk assessments are carried out and all staff ensure that the school is a healthy and safe environment, supported well by the caretaker. First aid provision is good and appropriate records are kept. Fire evacuation is carried out regularly and equipment checked. As the child protection co-ordinator, the headteacher maintains staff awareness and staff are vigilant in their approach to this aspect of care. Supervision in the playground is good and the volunteer parent midday supervisors are kind and good-humoured. Teachers ensure that pupils understand how to use resources safely and the importance for good hygiene and diet. The local police constable visits to talk to pupils about issues of personal safety and other appropriate topics, such as the misuse of medicines.

43. The school has very good procedures for monitoring and supporting pupils' personal development. The systems for monitoring attendance and following up absence are very good and have the effect of maintaining a constantly well above average level of attendance. Unauthorised absence is minimal and relates to holidays during term time. Parents co-operate well by notifying the school of the reasons for absence and are contacted promptly by the school on the occasions when there is no explanation forthcoming. Morning and afternoon registration procedures comply with legal requirements, are prompt and efficient. There are good procedures for recording and monitoring instances of unacceptable behaviour. There are very good systems for rewarding good behaviour and applying sanctions to those who misbehave which are used consistently by all staff. Pupils value the rewards and try hard to achieve them. Because staff have a good awareness of the needs of pupils, any bullying or unkindness is picked up early and dealt with effectively before becoming a major issue. Children comment that they always speak to an adult if they are unhappy about something and know that they will be helped.

44. The procedures for assessing pupils' progress are good and the school makes good use of the information it gathers. This is an improvement since the last inspection and meets one of the key issues. There are some areas where the information gained is not always being used

consistently to inform curriculum planning, however, the school is developing a more comprehensive monitoring system with newly appointed staff. More able pupils are challenged consistently by appropriate levels of work, which fully meets another key issue of the previous inspection. Targets are set for year groups and individuals and teaching is altered to take account of weaknesses or strengths. Pupils with special educational needs are supported well by school staff and a variety of visiting professional from outside agencies. This good provision ensures their full inclusion in the school curriculum and enables them to make very good rates of progress.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

45. The previous inspection found the school to be active in developing close links between parents and staff and encouraging their full involvement in the children's learning. This effective partnership has been maintained well and parents continue to find the staff warm and approachable. The information parents receive is appreciated by them and they speak of the school being 'a focal point for the community'. The close relationships between the parents, the school and the community have a very good impact on the life and work of the school and on the very good standards the children achieve. It is a strength of the school.

46. The school provides very good information for parents, which is well written, comprehensive and informative. The prospectus and the governors' annual report for parents give interesting information about the school and regular newsletters cover day-to-day activities. Notices are posted on the notice board at the school entrance and regular features in the parish newsletter keeps the wider community well informed about the happenings in the school. Consultation evenings are well attended, providing opportunities for parents to discuss the progress of their child, and they are fully informed about their children's attainment in the excellent annual written reports. Pupils are set targets for improvement and comments specific to each individual child help to keep parents very well informed about progress and attainment. The headteacher is always available both informally at the beginning and end of each day or by appointment to parents about any worries they may have. Governors are regular visitors to the school and also provide a useful contact for parents.

47. Parents are fully involved in all aspects of the life of the school; some provide regular midday supervision in the playground, others with reading or the creation of resources. Many members of the local community are regular visitors to hear reading, or in the building of the extensive climbing apparatus in the play area. The well-supported activities of the Parent Teacher Association provide funding for additional resources and a popular social venue throughout the year. These activities enhance the pupils' enjoyment and add to their learning opportunities with the many families from other countries joining in these events and sending their children to the school. During a registration period, for example, children responded happily with a variety of greetings, such as guter morgen, bonjour or good morning, reflecting the variety of different cultures present in the school. Parents speak of the strong family atmosphere in school and praise its involvement in the community. They appreciate the welcome they receive from the school and the support given to children with English as an additional language. The close relationships with the pre-school group enable very young children and their parents to transfer smoothly to the school. Taster days are arranged for pupils transferring to the feeder school and information in the Guide for Parents issued to Year 2 pupils as well as verbal discussion informs parents of the procedures for transition at the end of their child's time at the school.

48. All children receive homework and the parents are supportive of the need to help with tasks set. The home-school book is a useful link between parents and school and the daily contact with staff as they bring their children to school is valued by parents as a time to exchange information or chat informally at the end of the day.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The leadership of the headteacher is very good. She has a clear sense of educational direction and has used a range of successful strategies to manage change, following the last inspection. She has carried out her role well by ensuring staff understand the implications of the changes. She has ensured a clear development in the core subjects and made a significant impact on raising standards in information and communication technology.

50. The quality of the work of the governing body is very good. They help set a clear educational direction for the school. There is an effective balance of expertise across the governing body. The governors are very clear about the aims of the school. They work closely with the headteacher and staff and have been instrumental in achieving changes to the school's provision. For example, in the management of the change in the age of transfer from the end of Year 3 to the end of Year 2. Governors know their school well and greatly value the advantages of their small community. The special educational needs governor has a clear understanding of his role and is involved closely with the practicalities of the work of the school. Statutory requirements are met.

51. The headteacher and governors have introduced an effective system for monitoring teaching. The school has begun to track the value added to pupils' attainment using a range of data from both local and national tests. This analysis has been used to feed back into curriculum provision and to set individual targets.

52. Staff and governors are all closely involved in the production of the school improvement plan. This allows an understanding of the main priorities to emerge which is now being used to develop plans with clear success criteria and appropriate provision for monitoring and evaluation of initiatives. There is a detailed outline of the timing of developments to be carried out. The plan covers both long and short term developments.

53. The school has produced a comprehensive set of aims for the school that are well understood by the school community. Parents are very supportive of these aims. The aims cover both personal and academic development and clearly set the work of the school within the community of the village it serves. There is a good range of policies that are clearly presented. The school has a positive ethos. Changes have been handled sensitively. The staff work hard to improve the quality of the provision for the pupils. The combination of the good management of the changes and the hard work of all the staff combine to produce the positive ethos.

54. Staffing of the school is good. Teachers are suitably qualified and experienced to teach all the subjects of the National Curriculum. Job descriptions reflect the current roles and responsibilities across subjects of the curriculum. The governing body has recognised the significant burden which falls upon the headteacher through provision of non-teaching time. The role of the co-ordinators in monitoring pupils' work and planning has improved since the last inspection. There is a good number of well trained education support staff who work alongside teachers effectively.

55. Arrangements for the professional development of staff are good. All teachers have undertaken recent training to extend their expertise. Support staff attend training where

appropriate. Teachers work well with the support staff in updating their expertise, for example, expertise in information and communication technology is developed effectively for the support staff due to careful explanations on using different programs. Induction and mentoring arrangements are satisfactory. Performance management systems are in place for all staff and make a positive contribution to staff development and the quality of provision.

56. The quality of the accommodation is good. It is kept very clean. Standards of display are good. This extends learning opportunities for pupils well. Classrooms are of an adequate size and there is an adequate amount of storage space in different areas of the school. There is a small hall which is used for physical education and meals. Outdoor provision is very good, the playground is adequate for the number of pupils and there is a very good adventure play area.

57. The quality and quantity of resources is very good across the curriculum. The resources for literacy and numeracy are attractive. There is a good range of reading scheme books and library books which are used well. Resources for information and communication technology are very good and the school is currently planning the further development of these resources to support learning across the curriculum for children in the Foundation Stage. Equipment for the Foundation Stage children is very good. Resources are well organised in a variety of different areas. They are all well labelled and easily accessible to both staff and pupils.

58. The school's financial planning processes are good. Financial and other resources are carefully allocated in line with the targets identified in the school's improvement plan. The cost of planned developments is recorded in the school improvement plan. The headteacher works closely with the governing body to plan ahead and to project financial forecasts beyond the current year. The budget is regularly monitored and much care is taken to ensure that the school's expenditure is giving best value for money. The finance committee meets regularly and the chairman of that committee is very aware of the cost implications of the whole school budget. The current level of carry forward was built up at the time the age of transfer was changed and is being used to pay for building work to improve administrative accommodation and provision for information and communication technology for the Foundation Stage.

59. All additional funds are used well to enhance the provision for pupils. Funds for special educational needs are used appropriately. There has also been additional funding for support in the literacy and numeracy hours which has been well managed. Additional funds are raised by the Parents' Association which are spent well on equipment, computers and building improvements. Grants are used appropriately. The school's accounts were audited in 1998 and the day-to-day control of finances was reported to be good. A few minor recommendations were made which the school responded to promptly and effectively. Private school funds are properly audited each year and approved by the governors. Financial control and school administration is very good. The school administrative assistant manages the school office and related matters very efficiently and effectively. She offers very good support to the school, staff and visitors.

60. The deployment of teaching staff is very good. Teachers are allocated to classes appropriate to their qualifications. The headteacher supports the staff in a practical way and is responsible for several new initiatives. The support staff are very effectively deployed and supervised. The use of resources to complement learning is good. Resources are used very well by staff and have a positive impact on raising standards. The use of accommodation is very good overall.

61. Pupils enter the school with attainment broadly in line with national averages. Learning is very good for most pupils. They achieve standards which show good progress from their previous levels of attainment. Attitudes, behaviour and personal development are all very good.

Teaching is very good. The cost per pupil is above the national average. Taking all this into account the school gives good value for money. This is an improvement on the judgement given in the previous inspection report.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

There are no key issues for the school to address. The basis of the governors' action plan will be its plans for the continued development of the school as outlined in the school improvement plan.

The following less important area for improvement should be considered for inclusion in the action plan. These are indicated in paragraphs 40 and 44:

- ◆ Consistency in the use of assessment data to inform planning for future learning.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	8	3	0	0	0
Percentage	0	59	30	11	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	52
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

#### Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	14

#### English as an additional language

	Number of pupils
Number of pupils with English as an additional language	6

#### Pupil mobility in the last school year

	Number 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	4

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	0.4

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	5	2	7

As the number of pupils in Year 2 undertaking the National Curriculum tests in 2001 were less than 10 the school is not required to publish its results.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	34
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### Exclusions in the last school year

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

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

### Teachers and classes

#### Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	18.4 : 1
Average class size	23

#### Education support staff: YR – Y2

Total number of education support staff	2
Total aggregate hours worked per week	42

*FTE means full-time equivalent*

### Financial information

Financial year	2000/01
	£
Total income	138,047
Total expenditure	138,101
Expenditure per pupil	3,211
Balance brought forward from previous year	23,535
Balance carried forward to next year	23,481

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

53

Number of questionnaires returned

29

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	62	28	7	0	3
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	55	45	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	34	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	42	52	3	0	3
The school is well led and managed.	55	45	0	0	0
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	35	41	21	0	3

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

62. The provision for children in the Foundation Stage is very good. Children are normally admitted to the school, initially on a part-time basis, from the beginning of the term following their fourth birthday. Children are very well prepared for admission to the school through the good relationship with the local pre-school provision. Children's attainment is broadly in line with that expected for their age when they start school. Results of the nationally required assessments conducted in the first weeks of school show that there is a wide span of attainment. Children with special educational needs make very good progress and there is a very good level of care for these children.

63. The curriculum provided for the youngest children is a strength of the school. Schemes of work cover the six areas of the Foundation Stage and very good principles for early years' education effectively support the very good teaching, the very good management of support staff and the broad range of stimulating resources. Children make very good progress and by the end of the reception year the children achieve well and many exceed the early learning goals in all areas of learning.

#### ***Personal, social and emotional development***

64. The provision for children's personal, social and emotional development is very good. The classroom organisation and management enables children to show increasing independence in selecting and carrying out activities from the wide range available within the classroom. The role-play area encourages individual and co-operative play and enables children to begin to make sense of their world. Groups of children in "Speen Hospital" hold long conversations about why they need to see the nurse or the doctor. Children are confident and feel secure in their environment. They understand the outlines of the school day and are able to adapt their behaviour to its differing demands. Reception children are able to dress and undress for physical education lessons. They have confidence in linking up with others for support and guidance. All children display very good levels of involvement in activities and persist for extended periods of time at activities of their choosing. They learn to share and co-operate while playing together.

65. Teachers and the classroom assistant work closely together to develop the children's independence. Parents give valuable help in the classrooms. The school is very successful in developing the personal, social and emotional development of children in the Foundation Stage which allows the children to gain independence as they move from the Early Learning Goals into the National Curriculum.

#### ***Communication, language and literacy***

66. Provision for communication, language and literacy is very good. By the end of the Reception Year, most children attain levels above average for their age in language and literacy and make very good progress in developing their skills. Children listen attentively and are able to talk about their experiences. They enjoy books and understand that words and pictures convey meaning. The majority are keen to communicate and speak well. Their listening skills are very good, they listen attentively to other children's news and enjoy joining in with question and answer sessions. Children enjoy looking at books and sharing stories with one another and adults. They concentrate well on stories such as "Where's My Teddy", and are able to describe

the main events and usually order them correctly. Many know the sounds that letters represent and use this knowledge in their reading effectively. Many recognise simple words and read whole sentences with a good degree of fluency and expression. Many children form their letters accurately and make good attempts to write their own sentences with help from the teacher. Children's good progress is due to very effective teaching and a flourishing partnership with parents who are well informed about the school's approach to the teaching of reading. Parents are enthusiastic in their willingness to hear their children read. A significant number of children already write short sentences with very little help.

67. The quality of teaching of language and literacy is very good overall. The quality of teaching of the permanent member of staff is consistently very good. Teachers are very skilful in questioning children and giving them very effective encouragement as they work. They expect children to make good progress and constantly refer to their knowledge of what each child can do to provide work at an appropriate level. In literacy sessions, very effective use is made of books with large print to talk about the pictures and text and to encourage children to look at words and sentences. Good opportunities are provided for children to develop and extend their writing skills. Children are encouraged to write letters and words linked to a range of different activities. All helpers in the classroom are deployed very effectively and are very well informed about individual children's learning needs.

### ***Mathematical development***

68. Children make very good progress and many exceed the expected levels by the end of the Reception Year. They count accurately beyond ten, recognise numbers and match sets of objects to the appropriate number correctly. Many are beginning to add numbers and solve simple problems. They sing and play games based on number rhymes such as "Ten Fat Sausages" and improve their mathematical vocabulary, for example, to include full and empty while playing with containers in the sand. They are familiar with simple flat and solid shapes and know their names. Children also learn about shape and space through building with construction kits.

69. Teaching is very good. Teachers develop pupils' mathematical awareness in other activities. For example, they encourage children to count and compare size and recognise shapes when they use computer graphic programs. All staff encourage the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals. Work carefully matched to the individual needs of the children so that they are both supported and challenged. Group activities are well planned with an appropriate focus on practical activities and recording.

### ***Knowledge and understanding of the world***

70. The children make very good progress and many have above average knowledge and understanding of the world by the end of the Foundation Stage. Children's learning is enhanced by carefully planned topics, which encompass different aspects of the curriculum and include visits to places of interest such as the Chiltern Open Air Museum. They learn the days of the week and can observe and record the weather. Most children accurately sequence events to include yesterday, today and tomorrow. They learn about different methods of cooking and study food from different countries. Children talk sensibly about their everyday lives and are beginning to have an understanding of past and present and a sense of personal history. They have a good understanding of design. They improve their skills of cutting and shaping and improve their competence in using scissors and other tools. Children are introduced to early computer skills

and are able to use the keyboard effectively to type words and play games. The regular opportunities for discussion about matters of interest encourages children's growing understanding of many aspects of day-to-day life.

71. The quality of teaching is very good. Teachers are well organised and encourage independence and initiative. Children are often responsible for selecting their own activity. The teachers and the classroom assistant provide a good balance of activities, which allow the children to gain in confidence. Good team work and communications are a strength of the early years provision and promote good standards and progress. Children are learning to handle equipment with care.

### ***Creative development***

72. By the time they are ready to move into Year 1, many children attain levels of understanding and skill in creative development which are above average for their age. There are regular opportunities for children to explore and experiment with a stimulating range of materials. Children know songs and action-rhymes. They explore different ways of creating sound, for example by clapping and beating they maintain a steady rhythm. They enjoy regular opportunities to explore the sounds made by musical instruments. Children listen to different sorts of music and respond to it with simple dance movements. They show initiative as they create imaginary situations and play with construction kits or dress up in the role-play area. Children paint colourful pictures of leopards in the jungle after reading the story of "The Leopard's Drum". Children develop a good understanding of the use of pattern and colour when printing with vegetables. They draw and paint for a variety of purposes, for example, when they make a striking collage of "Red Riding Hood" or illustrate their written work with detailed pencil drawings.

73. The quality of teaching for children's creative development is very good. A wide range of activities is planned in art, craft, music, dance, story making and imaginative play and children are given very good opportunities to develop their own ideas. The children's ideas are valued and the teachers' interaction is very supportive. It helps children to develop confidence and independence. Resources are well cared for and very well organised.

### ***Physical development***

74. By the end of the Foundation Stage children make very good progress and develop good physical skills. Children move confidently with a good awareness of space as they move about in the classrooms, hall and outdoors. They run, balance, bend and stretch. They handle pencils and other tools competently. They control the mouse at the computer accurately. They are made fully aware of the need for safety when using equipment and understand some of the effects of exercise on their bodies. Physical development is fostered through a good range of indoor and outdoor activities. Many children ride wheeled toys confidently and use sand and water-play tools appropriately. Children build effectively with large construction kits and bricks. They develop increasing control of paintbrushes and scissors. Children gain more control as they play with malleable materials and are involved in cooking activities, painting and drawing.

75. The teachers' good planning and provision for these activities enhance the children's progress. Staff build effectively on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill.

76. Provision for children in the Foundation Stage has improved considerably since the last inspection. Very good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision and to maintain high standards of attainment.

## ENGLISH

77. At the time of the last inspection standards were judged to be satisfactory. In the 2001 national tests and assessments for Year 2, pupils' results were very high and in the top five per cent nationally in reading and writing. The percentage of pupils achieving the expected level was very high in reading and above average in writing. The percentage achieving the higher levels was very high in reading and slightly below average in writing. When compared with those in similar schools the percentage of pupils achieving the expected level was very high in reading and writing. The percentage achieving the higher levels was well above average in reading and well below average in writing. The school trend has been consistently above the national average in recent years.

78. Throughout the school pupils are making very good progress, including those who have English as an additional language or have special educational needs. Many higher attaining pupils are making very good progress.

79. Pupils achieve very good standards in speaking and listening. They respond well in discussions with teachers, support staff and other pupils. They listen carefully, take part with confidence, answering questions and making lively contributions based on their own experience or from their own work. Through science, design and technology and humanities pupils learn to use appropriate language and are given opportunities to discuss in some detail their views and opinions. Most pupils enjoy participating in performances and have the opportunity to do so at least once during the year.

80. Standards of attainment in reading are well above the national average by the end of Year 2 and pupils make very good progress. Considerable emphasis is placed on the use of a structured reading scheme. Pupils read regularly and their progress is monitored. Most pupils read expressively and with enjoyment and leave the school being able to read with confidence, understanding and fluency, using a variety of reading strategies. They use illustrations, phonic and word recognition skills, to gain meaning and to anticipate what might happen next. The use of big books such as "My Day" and the reinforcement of grammatical skills as class and group activities, enhances their learning. Most pupils show very good awareness of a variety of print and understand differences between fiction and non-fiction books. Higher attainers know how to use the contents and index pages, when undertaking research. They discuss characters and stories intelligently and talk about their favourite books and sometimes authors. An extensive home-school reading scheme is used very successfully, from a child's first days in school, as part of the educational partnership with parents.

81. Pupils achieve very good standards in writing. They make good progress in developing letter formation in the early part of the school, and, by the end of Year 2, many have developed a joined style of handwriting. Most can spell commonly used words and understand sentence structure. They use capital letters and full stops appropriately to demarcate sentences. Most can write ideas in an appropriate sequence, in, for example, informative accounts such as taking the cat to the vets, instructions on how to make jam tarts, imaginative stories such as "The Ladybirds Big Adventure" and poems about a windy day. All pupils are given opportunities to produce a wide range of writing in other subjects. The work is recorded with care, often using information and communication technology, kept carefully in books or folders, or displayed

attractively around the school. Handwriting, spelling and presentation are above the national average throughout the school.

82. The majority of pupils respond to English lessons with interest and enthusiasm, listening attentively and concentrating well. They work purposefully and their behaviour is almost always good or very good. Very positive attitudes towards learning are evident and pupils work well independently and collaboratively.

83. The quality of teaching is very good. A high priority is given to securing for all pupils the basic skills of literacy. Teachers have very good subject knowledge, use a range of styles based on good relationships, high expectations of the pupils and good management of the pupils in both whole-class and specific ability groupings. Teachers plan well, maintain records of pupils' progress and regularly assess pupils' achievements. Marking is effective and uses praise effectively to indicate where improvements could be made. Assessment information is used well to set appropriate learning targets for all pupils.

84. The co-ordinator has produced a comprehensive scheme of work linked with National Curriculum programmes of study. The school has already taken effective action through additional attention to writing to address the difference in achievement in writing compared to reading. Throughout the school there is a very good range of resources and provision of books to support learning. The school library is very well organised and used extensively.

## **MATHEMATICS**

85. At the time of the last inspection, standards were judged to be average throughout the school. Evidence from the current inspection shows standards to have improved and are very good by the end of Year 2 for the majority of pupils. Since 1997, results have been consistently well above the national average. Standards improve as pupils move through the school because of the very good quality of teaching, the systematic procedures for the assessment and analysis of pupils' progress, the very good lesson planning which takes account of the assessment procedures and the very good attitudes towards mathematics by most pupils. The number in each year group varies from year to year in this small school. This has a significant impact when comparing performance both nationally and in relation to similar schools. The school has set appropriate future targets for pupils and good progress is being made towards meeting these targets.

86. In the 2001 tests for Year 2 pupils, the schools results were very high compared with those of schools with similar intakes and those of all schools nationally. The percentage of pupils reaching the nationally expected standards was very high. The percentage of pupils exceeding the nationally expected standard was above average. Pupils have achieved well and the inspection identifies that current standards for most Year 2 pupils are well above those expected nationally for their age. This represents very good achievement. No significant differences were noted in the performance of boys and girls. Pupils with special educational needs and those who use English as an additional language make good progress because of the thoughtful levels of support which help them to achieve regular success. Talented pupils are appropriately challenged in most lessons so that they extend their skills, knowledge and understanding effectively.

87. By the end of Year 2 pupils add and subtract small numbers mentally. On paper, they can multiply small numbers and add together three numbers over 10. They have a good

understanding of numbers and place value to 100 and beyond. They can count on and back quickly and confidently in twos, fives and tens. They recognise and use the knowledge that subtraction is the inverse of addition; they use the appropriate operation when solving addition and subtraction problems. Pupils are beginning to use mathematical language such as odd, even and between. They are able to collect data by counting objects and placing the results in a tally chart. They are able to present some aspects of the results of their work to the rest of the class. More able pupils are able to use mental recall of addition and subtraction facts to count on without support. Pupils identify and name a range of shapes such as rectangle, circle and triangle and know the number of sides and corners in each shape. They are able to name three-dimensional mathematical shapes such as hexagon, cylinder and sphere by their properties and state the number of faces and corners that each shape has. Higher attaining pupils become increasingly confident in applying their knowledge and understanding of mathematics to solve everyday problems. Quicker-learning pupils are beginning to recognise that the opposite sides of a rectangle are equal in length. Most pupils are able to apply their understanding of mathematics to other subjects, for example, when they measure distances model cars have travelled in the science investigation on forces.

88. Pupils' attitudes are greatly influenced by the quality of teaching. Pupils are attentive, well behaved, work effectively individually and in groups and participate with interest and enthusiasm when lessons are managed at a good pace. Older pupils are independent and take a good level of responsibility within the classroom. Pupils are encouraged to support and praise one another. All pupils are highly motivated, relationships are very good and pupils are very supportive of each other. Boys and girls and pupils of different age groups work comfortably and easily together.

89. The teaching of mathematics is very good. Teachers have a good knowledge and understanding of the subject and teach the basic skills well. They motivate and enthuse pupils during the brisk mental mathematics sessions. Teachers use the National Numeracy Strategy well. Lessons are well planned with clear objectives and activities. Lesson planning is very good with clear objectives for what pupils of different ages and attainment are to learn, a clear structure to the lesson and a range of activities planned to develop pupils' learning. Questions are used well to encourage pupils to use their prior knowledge and to ensure all pupils answer appropriate questions. Good, clear explanations are given followed by activities to allow pupils to consolidate and practice what they have learned. There are high expectations that pupils will succeed with the challenging work they are set. In all lessons very effective use is made of discussions at the end of each lesson to share pupils experiences and to review what they have learned.

90. Very good use is made of support staff, which is a significant factor in the improvement in standards. Pupils are always well managed and kept on task with interesting and varied activities. Pupils with special educational needs and those who use English as an additional language are effectively supported and are given sensitively handled opportunities to progress and confidently demonstrate their learning to the whole class where this is appropriate.

91. The subject has a good system for the assessment, analysis, evaluation and recording of pupils' work. The structures that have been put in place to analyse areas of strength and weakness of pupil understanding through testing are good. Teachers are aware of the need for constant dialogue and feedback to pupils on their performance in mathematics during lessons. This takes place effectively and often to great effect during the plenary session towards the end of lessons. Most pupils' work is marked.

92. The National Numeracy Strategy has been implemented well. The subject is effectively led by the subject co-ordinator. The mathematics and numeracy policy has been developed to reflect the aims of the National Numeracy Strategy. Monitoring and evaluation of the subject has been developed well since the last inspection and has made a significant difference to the quality of provision. This includes the scrutiny of teachers' planning and pupils' work and classroom observation. Regular assessments are carried out in all years. A useful portfolio of examples of pupils' work is maintained. The subject co-ordinator and other staff have attended in-service training and have provided extensive staff training within the school to support the development of the numeracy strategy. Parents consider the arrangements for setting homework to be appropriate. The practice is clear and effective. Good use is made of information and communication technology within lessons. The skills of classroom assistants are utilised very effectively. They work confidently and skilfully with individuals and groups of pupils under the guidance of teaching staff. The subject is well resourced and resources are accessible and effectively used.

## **SCIENCE**

93. Standards seen at the time of the last inspection in 1997 were judged to be similar to national expectations. Evidence from the current inspection indicates that standards in science are above the national average by the end of Year 2.

94. Pupils study life processes and living things. In investigative science, pupils record their findings, for example, the different animals and insects they find in their studies of animals and their habitats. They discover that there are differences between local habitats. Those with higher prior attainment can suggest reasons why different plants are found in different environments. Those with lower prior attainment can name many animals that live in the local environment. Pupils observe the life cycle of the tadpole and with the use of books discuss how the tadpoles develop into frogs. Younger pupils gain good knowledge and understanding of such scientific topics as the human body. Work on the main body parts is then built on effectively, as pupils learn more about human senses and how they work. Pupils understand the need for a balanced diet and how to keep healthy.

95. By the end of Year 2, pupils can make simple predictions and carry out tests. When investigating forces they predict and investigate the effects of different types of ramps on the speed of toy cars. They can make sensible suggestions about how to find things out. They can use simple equipment and explain their observations from their investigations. Their knowledge of the topics they study is sound and they can discuss their findings, such as those about the conditions that plants need to survive.

96. The scrutiny of pupils' work shows that many have a sound understanding of fair tests. Standards in the written work do not always match the standards in the oral work. Pupils combine their work in science with other subjects such as English. Literacy skills are supported through the use of subject specific language. Information and communication technology is used well to support pupils' work in science.

97. All pupils, including those who are more able, those who use English as an additional language and those with special educational needs, make good progress in investigative science, as a result of the carefully prepared work and very good levels of support. By the end of Year 2, pupils have adequately covered all aspects of the subject. Pupils improve their skills by working well collaboratively and in discussions with the teacher and skilled classroom assistants. Skills of speaking and listening are well developed in these science lessons.

98. Pupils' attitudes to work are very good throughout the school. They behave responsibly and co-operate well together. Pupils enjoy science and like to work independently, using their initiative. Pupils are enthusiastic and respond well to a challenge. Most are keen to explain their work and have a desire to do well.

99. The quality of teaching is very good. Teachers' knowledge and understanding of the subject is good and their learning objectives are appropriate. Planning is detailed and often shows links with other subjects, such as design and technology, and opportunities for assessment are clearly identified. Relationships between teachers and pupils are very good. In lessons, the pace is brisk, teachers' expectations are high and pupils and time are managed well. Marking is thorough and there are very many encouraging, helpful comments, which tell pupils how they might improve their work.

100. There is a good science policy and scheme of work which ensures coverage of National Curriculum programmes of study and continuity through the key stages. Attainment targets and levels in science are used well in short term plans. There are good procedures for assessing pupils' attainment.

101. The subject co-ordinator monitors the implementation of science teaching effectively throughout the school and gives good advice and support. The quantity and quality of resources for the teaching of science throughout the school is good and they are easily accessible. The accommodation, and its use for the teaching of science, is satisfactory.

## **ART AND DESIGN**

102. It was not possible to observe any lessons in art and design being taught during the period of inspection. Judgements concerning standards of attainment and progress in learning are made from scrutiny of examples of pupils' work and examinations of the policy and scheme of work. From these it is possible to judge that pupils' standards of attainment are at least in line with those expected for their age by the end of Year 2. All pupils, including those who are talented or those with special educational needs, are making good progress. They have opportunities to explore a sufficiently wide range of media and consider examples of artistic style as well as the techniques of a number of famous artists.

103. Art and design is often linked to topics, across the curriculum. Younger pupils in the school, for example, have painted underwater scenes as part of their studies of "The Greedy Octopus". They use thick paint to print hand shapes and make shape patterns using cut fruit and vegetables, such as potatoes. Pupils use a good range of materials, including pencils and crayons, and have good opportunities to experiment with a variety of techniques, including printing, collage and work with clay. All pupils explore and make effective use of colour.

104. Older pupils mix secondary colours to produce eye catching pictures of spring flowers. They expand their scientific knowledge by using the school grounds as a stimulus to consider how people used natural materials in their artwork. Pupils achieve very pleasing results when they use mirrors to make careful self-portraits. Paper and fabric weaving techniques are well used. By the end of Year 2 they have opportunities to practise various skills and techniques. Art is used well to illustrate pupils' work in other subjects, for example, to support studies in literacy younger pupils make a large collage of their favourite scene from "Little Red Riding Hood". Good results are achieved by older pupils when producing a large collage of "The BFG" as part of their work on books written by Roald Dahl.

105. Planning indicates that throughout Key Stage 1 pupils improve their skills of observational drawing, painting and modelling. For example, they record observations of their holidays using paints, pastels and felt tip pens. Pupils study the work of famous artists and develop their understanding of different drawing and paint techniques.

106. The staff have worked hard to create good quality displays around the school. These attractive and stimulating displays make a significant contribution to the quality of the learning environment and ensure that the pupils know that their work is valued.

107. Scrutiny of the work available and the attractive displays indicate that the quality of teaching is at least good. Lessons are based on the nationally recommended scheme of work. Resources are good and include a wide range of media. There is a sufficiency of clay and other malleable materials. Visual resources are good and there are artefacts for pupils to handle. There is a policy, which outlines teaching intentions in relation to National Curriculum requirements. Links with, and support by, information and communication technology are well developed.

## **DESIGN AND TECHNOLOGY**

108. It was not possible to observe any lessons in design and technology being taught during the period of inspection. Judgements concerning standards of attainment and progress in learning are made from discussions with teachers and pupils, scrutiny of examples of pupils' work and examinations of the policy and scheme of work. From these it is possible to judge that pupils' standards of attainment are in line with those expected for their age by the end of Year 2. All pupils, including those who are talented or those with special educational needs, are making sound progress. They have opportunities to develop skills in investigation and apply their knowledge in mathematics, science and information and communication technology.

109. Pupils respond well to the challenges set. Younger pupils enjoy working with construction kits and are able to select from a range of materials, reflect on their ideas and suggest improvements when sewing covers for the "Three Bears". Older pupils' work on display shows understanding of the processes required in making playground equipment as part of their study of structures. Planning of their work follows a prepared format. In food technology pupils choose ingredients when designing and making sandwiches for a picnic and real fruit jellies. Most of the work is linked to the class topics. Pupils produce Easter and Mothers' Day Cards with moving parts.

110. By the time they reach the end of Year 2 pupils can explore alternatives and make choices in their designs based on an awareness of the purpose of design. They use a range of appropriate materials and evaluate their fitness for the purpose. From discussions with pupils it is obvious that they enjoy the practical activities and many are aware of the underlying ideas of designing objects which are fit for their purpose, and which must be evaluated in relation to their effectiveness. There is good emphasis upon the acquisition of skills throughout the phase and examples can be seen in the planning of pupils' work of joining of fabrics by various methods such as sticking, stapling and sewing. In discussing work done previously pupils have clear ideas about the purpose of the work and appropriate understanding of the design process. Pupils with special educational needs receive very good support and achieve standards appropriate for their ability.

111. Pupils' attitudes to the subject are positive. They show interest and can discuss methods they have used with appropriate vocabulary. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved.

112. Teaching in those aspects seen, such as planning, is good. The teachers have a good working knowledge of the subject and of how pupils can be encouraged to approach it successfully. The work is well planned so that there is progression in the development of skills in designing and making. Teachers expect pupils to work hard at the tasks planned for them and enable them to enjoy the work. They ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are effectively taken and appropriate terms explained. The long-term plan identifies the focus of a topic and plans for each term provide a sound base for pupils' work.

## **GEOGRAPHY**

113. During the period of the inspection it was only possible to observe one lesson in geography. Evidence has been gained from the scrutiny of pupils' work, discussions with pupils and staff and the scrutiny of teachers' planning and displays around the school. The evidence indicates that achievement is good in the development of geographical knowledge but this is not always clearly reflected in the quality of pupils written work. Pupils with special educational needs and those who use English as an additional language are supported to attain at a good level. Higher attaining pupils are achieving at a standard above national expectations. Pupils adopt very positive attitudes towards the subject and are interested in their work. There is a positive learning environment within which pupils thrive, working in an atmosphere of collaboration and respect for one another.

114. Pupils are given good opportunities to consider the environment and the impact that humans have upon it. Pupils develop links with other curriculum areas, for example, data gathered during a visit is used in mathematics when studying the use of different graphs which provides the opportunity to use information and communication technology to illustrate their results. Pupils describe this approach with enthusiasm and take great pride in the result. It makes a very good contribution towards pupils' personal and social development. Older pupils are able to locate countries on a world map and can name and identify the countries of the United Kingdom. They speak with enthusiasm about a trip to the Chiltern Open Air Museum where practical investigations were undertaken, creating links with the development of historical skills. They compare features of life in Speen with that to be found in a coastal location.

115. The quality of teaching in those aspects seen is good. Subject knowledge and understanding is good, supported by effective planning and clearly stated learning objectives, which are conveyed to and understood by pupils. Teacher expectations are high, pupils are well managed and the skills of support staff are utilised most effectively. The system for assessment is satisfactory. Pupils are given regular feedback that identifies what they need to do next to progress further.

116. Subject leadership is good. The subject co-ordinator has established a policy and has introduced an effective scheme of work based on the guidance provided with the revised National Curriculum. The curriculum is broad and balanced and effectively supports pupils with special educational needs. Information and communication technology is used to good effect. The level of resources is satisfactory. The range of books within the library is good. The accommodation is appropriate for the subject.

## HISTORY

117. During the period of the inspection no lesson observation was possible. Judgements are based on a scrutiny of pupils' work, displays around the school, teachers' planning and discussions with staff and pupils. Since the last inspection there has been a satisfactory rate of improvement.

118. The standard of achievement in history is good when compared with national expectations at the end of Year 2. Learning is good. Pupils with special educational needs and those who use English as an additional language make good progress. High attaining pupils also make good progress.

119. Pupils have looked at homes and families. They understand that things change over time and know about some major events, such as inventions. They know about some famous people, including Guy Fawkes and Queen Elizabeth I. They have a sound understanding of different sources of information. Pupils have learned about life in the past, where they study costume, homes and lives of famous people. They understand the effects of change, such as during the different years of the twentieth century. Pupils begin to understand that there are different ways to find out about the past and use books and artefacts to find out more about the event or custom they are studying.

120. By the end of Year 2 they have a sound understanding of some aspects of the past and knowledge of the life and customs of long ago. Much of the knowledge they gain is linked to topics they study. Pupils understand the difference between the past and the present, for example, they have compared their own toys with some from the middle part of the twentieth century. They also know that life was very different long ago. They are constantly developing skills and the older pupils can distinguish between the recent and the distant past and are able to sequence and put items and events in chronological order. Much of the pupils' work in history involves listening to their teacher, taking part in discussions and asking and answering questions. Sometimes higher attaining pupils write descriptions alongside pictures which reinforces their literacy skills.

121. Pupils use their studies to develop understanding of how living conditions in the past differed from those of today. For example, during their visit to the Chiltern Open Air Museum they studied the Amersham prefab and compared it with their own homes. They can discuss differences and similarities between different times and recognise the main events that influenced history. Pupils describe how they used the local area as a resource. Pupils undertake research by using books when studying topics such as the different forms of transport used in the past. Pupils have good working relationships, are co-operative and take initiative and responsibility for resources. Pupils written accounts of the work they have done in history do not always reflect their historical knowledge and understanding.

122. Pupils have a good, and in many instances very good, attitude towards history. They describe the work as challenging, varied and interesting. Pupils found the work on the Vikings enjoyable and interesting. Pupils' behaviour is always good and often very good. Relationships are very good. Pupils work well together in different types of groups, supporting each other with sensitivity and kindness. Pupils' personal development is very good.

123. The teachers' good knowledge and understanding, supported by effective planning, ensures that good teaching methods are used. Materials are presented in an interesting way

that motivates and involves the pupils. Expectations of pupils are good. Pupils understand the clear instructions they are given and feel they know what they are to do. The good quality of planning and ongoing assessment supports pupils' progress to develop skills and knowledge and challenge the pupils.

124. History is effectively led by the subject co-ordinator. The scheme of work has been revised to incorporate the National Curriculum guidance and is currently in the process of being implemented. The history curriculum is broad and balanced and meets the needs of all pupils, including those with special educational needs and the more able. The curriculum

is enriched by visits to places of interest and through visitors to the school. History makes a good contribution to the spiritual, moral, social and cultural development of pupils. The curriculum is planned to ensure that it is accessible to all pupils equally. The subject is well resourced and enhanced through the increasing availability and use of information and communication technology. The resources are accessible to the staff within the flexible accommodation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Pupils' attainment in information and communication technology at the end of Year 2 is above national expectations. This is a considerable improvement since the last inspection. Pupils' learning is good. They are making good progress as there is regular access to develop their basic skills. Use of these skills in different areas of the curriculum, including English, mathematics, science, history, geography and design and technology has yet to be fully developed. Talented and gifted pupils, those who use English as an additional language and those with special educational needs make good progress. They receive regular opportunities to develop their skills and are well supported. The improved accessibility of computers provides opportunities to develop skills, knowledge and understanding in the use of computers. These improvements have had a good impact upon standards.

126. Pupils' attainment by the end of Year 2 is good. Pupils use information and communication technology to assemble text and symbols, to help them communicate ideas. They understand the use of the computer to word process text, for example, they learn how to change the type and size of font they are using. They know how to use the arrow and delete keys and print the text they have written on the screen. Pupils retrieve and store their work confidently. They use the mouse and the keyboard with skill and have learnt how to operate the printer. They use capital letters and punctuate their work. Pupils are beginning to master the technique of clicking and dragging the mouse and are learning the first steps in importing graphics. Some make good progress. They have limited experience of using the computer to sort and classify information and to present their findings, for example, to construct a pictogram showing their favourite foods linked to their work in science on a healthy diet.

127. Pupils have experience of entering and using information on a database linked to their work in mathematics and science. Younger pupils have basic control of a computer mouse to move the cursor and to highlight words. They use number and spelling games appropriately. Pupils can write text on screen and edit their work, their word processing skills are good. The school is beginning to develop the use of information and communication technology to support learning in other subjects.

128. Attitudes in information and communication technology lessons are generally very good. Pupils concentrate well and handle the resources with due respect and care. Pupils enjoy

working with computers. Those using computers during the inspection were interested and worked conscientiously. They talked about their work well and tried to produce good quality work. Discussions showed that they understood most functions and appreciated the value of using information and communication technology to solve problems and to find information. Pupils worked well together, with more experienced users helping those who were less secure. This results in very good social development as pupils work alongside each other collaboratively, gaining a greater understanding of each other.

129. Teaching is good overall. Since the last inspection the quality of teaching has improved. Teachers have undergone in-service training to improve their subject knowledge and their own skills in information and communication technology. Teachers and support assistants have good subject knowledge of word processing and graphics and use technical vocabulary to good effect, for example, import, edit and click and drag. Teachers organise their lessons effectively with a good balance between whole-class discussion, individual support and group work. There was good teaching of individual pupils and pairs of pupils working at the computer in their literacy and numeracy lessons. It was marked by a familiarity with computing skills and the programs used in the school.

130. Very good use is made of teaching assistants and parents to enable the pupils to make good progress. This is a good example of the high quality of relationships between pupils and with the staff which is a strength of the school. Pupils with special educational needs are provided with good quality support that ensures that they make good progress. Pupils' competence in the subject is regularly assessed and they are kept aware of what they need to do to make progress. This information is used in setting targets for groups and individuals. Teachers plan opportunities for pupils to use the computers in other subjects, for example, in drafting stories using a word processing program or compiling a database linked to work in mathematics and science.

131. The co-ordinator gives good advice and support to other class teachers. There is good documentation. Regular assessments of pupils' work are carried out in all years. The school has introduced a national scheme for the development of information and communication technology, which provides suitable continuity and progression across the school. Pupils' work with computers is displayed around school. There are good plans to continue to improve the use of information and communication technology in the Foundation Stage and to support other National Curriculum subjects. Resourcing for the subject is very good.

## **MUSIC**

132. Due to the school's timetable arrangements, only one music lesson was observed in. Further judgements are based on singing in assemblies. In addition, teachers' plans were scrutinised and discussions were held with pupils.

133. Pupils throughout the school make good progress and attain standards above national expectations in music overall, reflecting the judgement of the last inspection. Throughout the school pupils' singing in assembly is good. They sing vigorously with well-developed tone and good diction. Pupils show a good understanding of pitch. They know a variety of songs and hymns by heart. They sing enthusiastically and in time with each other. The youngest pupils are introduced to music by singing songs from memory. They are learning to control the sounds of their voices as well as a variety of untuned instruments with which they accompany the singing. They explore sound and pattern and clap in time to songs such as "Boys and Girls Come Out to Play".

134. Pupils in Years 1 and 2 confidently recognise different sounds in music and identify high and low notes of the recorder. By the end of Year 2 they can sing a range of songs confidently and can create simple compositions. They can also listen to and make simple appraisals of sounds and pieces of music with a good awareness of pitch, duration and dynamics. In the very good lesson observed, the high quality of the teaching enabled the pupils to make good progress in their understanding of pitch, pulse and rhythm. The teacher had high expectations and helped individuals to succeed by adjusting tasks or questions appropriately. The lessons are well planned and have clear aims and objectives. The briefing of pupils is handled with care and the resources are efficiently and effectively used, thereby stimulating the pupils' energetic participation in the musical activities.

135. Throughout Years 1 and 2, pupils steadily improve their knowledge, understanding and musical skills. They are increasingly able to use musical vocabulary in responding to music. The enthusiasm and interest of the pupils bring to lessons have a positive impact on their progress.

136. Good use is made of a music specialist to teach music to pupils in Year 2 and the teaching is very good. Lessons are well planned. The teacher's high expectations and challenge ensures that pupils increase their understanding and acquire good levels of musical skills. Pupils respond well to these lessons and concentration is of a good standard.

137. Pupils in Year 2 have the opportunity to learn to play the recorder and benefit from a visiting specialist teacher. These pupils are given opportunity to perform in assemblies. The school regularly performs in the community through its close links with the village and the church. These are important features of the school's life.

138. Pupils enjoy their music lessons. The pupils observed responded well, showing interest, concentration and independence. They show good listening skills. They sing with enthusiasm and enjoyment and co-operate well with one another. They exchange ideas readily, choose a leader and respond well to his or her direction. In composing and performing music, they are anxious to succeed and listen carefully to each other's pieces. They show appreciation of others' work.

139. The subject co-ordinator enthusiastically takes both classes for music. This enables her to have a good understanding of the levels of attainment throughout the school. Resources are of good quality and are used well. The school has a good reputation for its musical performances, which are a strength of the school.

## **PHYSICAL EDUCATION**

140. Standards of attainment are at least in line with those expected nationally by the time that pupils reach the end of Year 2. Pupils achieve well in physical education because of the good teaching that is provided, effective curriculum planning and a positive and enthusiastic attitude adopted by pupils. All pupils, including those with special educational needs, make good progress.

141. Teachers' planning indicates that Year 1 pupils are able to extend their creative talents through dance when listening to music. They relate sounds to movement and demonstrate developing skills through hopping, jumping and moving in a variety of ways. Pupils work supportively in pairs and demonstrate their work to each other and to the full class with

confidence. In gymnastics pupils are able to use apparatus to travel using hands, feet and to create short linked sequences. In games pupils develop their ball skills and are able to dribble a ball through markers and aim and reach a target. Pupils in Year 2 develop and extend their ball skills through a wider range of experiences. Pupils develop control over their own movement, by developing their skills with small equipment. Year 1 and 2 pupils run and play safely during playtimes and at lunchtime. They show appropriate levels of co-ordination and control and join in games, keeping to the rules and taking turns appropriately.

142. Pupils respond well to physical education. Most listen attentively and behave well. Pupils understand the rules in physical education, the expectations of them and the need for safe practice, which is highlighted to them through good teaching. They show a keen interest in physical education. Their attitudes are good and most work hard to improve their performance. Many pupils respond quickly to instructions and collect and replace apparatus sensibly. They work well both individually and as members of a team.

143. In the lesson observed the quality of teaching was satisfactory, but teachers' planning and pupils' performance indicates that it is generally good. Teachers have a secure knowledge and understanding of the subject. Pupils are generally managed very well. Teachers have high expectations of pupils, provide clear and precise instructions and make good use of strategies such as explanation, instruction and demonstration by pupils to highlight good practice. Well planned and structured lessons challenge the pupils to improve their performance and extend their ideas during activities. Teachers emphasise the importance of safe actions. Pupils with special educational needs are well supported.

144. A policy and scheme of work for physical education is in place. Resources are good. The accommodation is good for teaching the subject. The playground provides a rich and varied range of games to extend pupils' skills during playtime and lunchtime.