

INSPECTION REPORT

KILBURN INFANT SCHOOL

Kilburn, Belper

LEA area: Derbyshire

Unique reference number: 112577

Headteacher: Mrs Karen Leeson

Reporting inspector: Mrs Mary Speakman
21581

Dates of inspection: 5th – 8th March 2001

Inspection number: 197003

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and Infant
School category:	County
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	The Flat Kilburn Belper Derbyshire
Postcode:	DE56 0LA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Eade
Date of previous inspection:	30 th June - 3 rd July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21581	Mrs Mary Speakman	Registered inspector	English Geography Religious education	The characteristics and effectiveness of the school The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
19664	Mr John Bayliss	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
18342	Mrs Megan Spark	Team inspector	Mathematics Information and communication technology Art and design Music Areas of learning for children in the Foundation Stage	Special educational needs
28686	Mrs Liz Walker	Team inspector	Science Design and technology History Physical education	The curricular and other opportunities offered to pupils Equal opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kilburn Infant School is in Kilburn, Derbyshire, a large village about three miles north east of Belper. The school serves the village of Kilburn and the surrounding area. In the locality, there is a variety of housing including owner-occupied, social and housing trust accommodation. There are 153 pupils on roll in the main school and 78 children attend nursery on a part-time basis from the age of three. Eighteen per cent of pupils have an entitlement to free school meals, this figure being average for an infant school. Six per cent of pupils are identified as having special educational needs, with one per cent of pupils having a statement of special educational needs. These figures are below the national average. Most of the pupils come from white British heritage and all pupils speak English as first language. Children enter the nursery with a broad range of capabilities, but their attainment on entry is similar to that generally seen.

HOW GOOD THE SCHOOL IS

This is a good school that cares very well for its pupils and provides a most positive climate for learning. Standards are satisfactory overall and there are strengths, such as in mathematics and science, where pupils' attainment is high. Standards in English are in line with those found nationally, and are improving. Teaching is good overall, and is particularly effective in the nursery and Year 2. Some improvements are required in the provision for children in the reception classes. The leadership and management of the school are very effective. The school provides good value for money.

What the school does well

- The caring and supportive school climate meets the needs of all the pupils well.
- Pupils' progress is very carefully monitored throughout the school. This enables teachers to set targets for improvement for pupils that are accurately matched to their prior attainment.
- Provision for moral and social development is very good.
- The pace of learning in the nursery and at Key Stage 1 is good because of the high quality of the teaching.
- There are very effective links with parents and the school supplies parents with regular and high quality information about their children's progress.
- The headteacher and deputy headteacher work in close partnership, giving very effective leadership and there is an outstanding commitment, on the part of all staff, to provide the best they can for the pupils and to improve the school further.

What could be improved

- The provision for children in the reception year does not always enable them to take part in the activities that children of this age require in order to develop independence in their learning.
- Standards in information and communication technology are not high enough.
- There are not enough opportunities for pupils to use and improve their writing skills in subjects other than English.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded well to the findings of the last inspection that took place in June 1997 and has made a good rate of improvement since then. In response to the findings of the previous inspection, the approach to school development planning has been completely revised. A review of the school's provision and the progress made since the previous inspection took place in November 1999. As a result, a much more detailed and diagnostic plan was produced. This has enabled staff and governors to monitor and evaluate the progress of improvement initiatives carefully and reviews of progress now take place termly. Planning systems have been completely overhauled. Subject planning has been completed, updated and revised in the light of new National Curriculum requirements. They now provide a good level of detail to support teachers effectively in their lesson planning. The monitoring of teaching and learning by head teacher, curriculum co-ordinators and governors is well organised and built in to a cycle of monitoring and staff development that is understood by all. The school also regularly evaluates the quality of pupils' work against National Curriculum levels. Pupils benefit from being in classes organised on the basis of pupils' prior attainment in Year 1 for numeracy and in Years 1 and 2 for literacy and numeracy. Higher-attaining pupils are now challenged more effectively in lessons, particularly in literacy and numeracy. Although there have been improvements in the provision for information and communication

technology, standards still do not meet national expectations. Standards in design and technology and art have improved considerably since the last inspection.

STANDARDS

The table shows the standards achieved by 7-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
Reading	C	D	D	C	Very high A* Well above average A above average B Average C Below average D Well below average E Very low E*
Writing	C	D	D	C	
Mathematics	C	D	B	B	

The overall trend in reading and writing test results over the last four years has been one of slow improvement. The number of pupils achieving the higher levels in both reading and writing was close to national averages. Standards are comparable to those achieved by pupils in similar schools¹ but, overall, remain below national averages. Standards attained by pupils in the mathematics tests, in 2000, were above average both nationally and when compared with similar schools. This represents a marked increase in scores from 1999. Standards achieved in the science teachers' assessments in 2000 were in line with national expectations with a significant number of pupils achieving higher levels. This was very much higher than the standard seen in similar schools. Although there was no significant difference overall between the attainment of boys and girls in the tests taken in 2000, taking the scores over three years, girls attain significantly higher than boys. During the inspection, no significant difference was noted in the achievement of boys and girls. Standards in art and design and design and technology are above expectations, and in history, geography, music, and physical education, standards are in line. In religious education, standards are in line with the expectations of the locally agreed syllabus. Standards in information and communication technology are below national expectations.

Pupils with special educational needs make good progress towards achieving the targets in their individual education plans. Overall, children in the Foundation Stage² make satisfactory progress towards achieving the Early Learning Goals. However, they make faster progress in nursery than they do in the reception year. Pupils at Key Stage 1 work hard and make good progress in most aspects of the curriculum.

The targets set for the 2000 national tests were exceeded in mathematics and science, although attainment in tests for reading and in writing at the higher levels fell short of the targets by an average of five per cent. The targets set for performance in the 2001 national tests realistically reflect the capabilities of the pupils currently in Year 2. In mathematics, science, and reading, expectations are similar to those for 2000 and an ambitious and higher target has been set for pupils' achievement in writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and enjoy their work. They respond well to their teachers and work very hard. Children in the nursery settle quickly and most participate fully in a wide range of activities.
Behaviour, in and out of classrooms	Good both in lessons and around the school. Pupils understand and conform to school and class rules. They are courteous to each other, to staff and visitors.
Personal development and relationships	Very good. There are very positive relationships between pupils and between pupils and the adults who care for them. Pupils make the most of the frequent opportunities that are given for them to show initiative and work independently. Children in the nursery settle into school well and are starting to carry out routine responsibilities in a mature way.
Attendance	Attendance is satisfactory. Unauthorised absence is high because a few parents

¹ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

² The Foundation Stage applies to children from the age of three to the end of the reception year.

	have a somewhat relaxed attitude towards following the school's procedures for authorising absence.
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TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Lessons seen overall	Satisfactory	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.

During the inspection, ninety-five percent of the teaching seen was satisfactory or better; 24 per cent was very good or better and 37 per cent of teaching was good. Teaching was unsatisfactory in five per cent of lessons. Children are in the nursery taught well. They experience a stimulating range of activities in all areas of learning, and the very good relationships fostered by the teacher and other staff motivate the children to learn. Teaching is usually satisfactory in reception, although there are times when teachers do not expect enough of children and the activities provided do not challenge the children or enable them to consolidate what they have learnt. Teaching at Key Stage 1 is good overall and there are particular strengths in Year 2. Most teachers have very high expectations and good subject knowledge and ensure that higher attaining pupils are challenged. Pupils with special educational needs are provided for very well, with high quality support being given by class teachers and support staff. This enables these pupils to be well integrated into the life and work of the school. The teaching of literacy and numeracy is usually of a high quality although pupils are not given enough opportunities to use their writing skills in subjects other than English. The teaching was unsatisfactory when the tasks provided did not promote progress or when the pace of the lesson was too slow.

The quality of pupils' learning at Key Stage 1 and in the nursery is good. Pupils try hard and are interested in their lessons, take considerable pride in their achievements and make good progress. Although most children in reception reach satisfactory standards some of them are capable of achieving more.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a reasonably broad curriculum at Key Stage 1 although there is a need to give pupils more experience of information and communication technology and writing across the curriculum. The nursery curriculum is of a high quality and provides for the children well. The provision in reception, although based on the requirements of the Foundation Stage, does not always provide activities which children of this age require in order to consolidate and develop independence in their learning.
Provision for pupils with special educational needs	Very good. Provision ensures that these pupils play a full part in school life and pupils are effectively supported. The co-ordinator monitors pupils' progress very closely. Teachers provide well for pupils in lessons, taking careful account of their needs in both planning and teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Teachers provide good role models and have high expectations of pupils' behaviour. Respect for all is very well promoted. Pupils understand the difference between right and wrong. Spiritual development is satisfactory. There are good opportunities for reflection during assemblies, but rarely during the busy school day. Cultural development is satisfactory, with interesting visitors to school. Pupils have few chances to visit places of cultural interest in the region and more could be made of links with the locality.
How well the school cares for its pupils	The school cares for the social and personal welfare of all its pupils very well. There are very good procedures for the care and protection of pupils. Arrangements for assessing and monitoring pupils' progress are very thorough and the information is used very well in planning future work and improving the curriculum.

The school has as very effective partnership with parents. The impact of parents' involvement on the work of the school is good and parent governors make a significant contribution to the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management of the school is very effective. The headteacher provides very good leadership. She is well supported by a hardworking deputy headteacher. Teachers manage their co-ordinator roles efficiently and give good quality support to their colleagues.
How well the governors fulfil their responsibilities	The governing body is most effective and it fulfils its role very well. Governors play a crucial role in the monitoring and development of the school's effectiveness.
The school's evaluation of its performance	The evaluation of the school's improvement is very good. Very thorough use is made of a wealth of assessment and test data to evaluate pupils' progress. The monitoring of teaching is, overall, well organised and effective. However, the early years co-ordinator has insufficient time to monitor or support the development of quality provision in the reception classes.
The strategic use of resources	Good. Teaching and support staff are deployed effectively. The school makes good use of its teaching resources. Spending is linked closely to the school's priorities for development. Available funds are used well and the principles of best value are applied carefully. There is a stimulating learning environment in some parts of the school but in other areas there is room for improvement.

The school has a good number of teaching and support staff to meet the demands of the curriculum. Although there are adequate resources for delivery of the curriculum no subject is well resourced. History is particularly short of resources. Some of the resources for information and communication technology do not operate reliably. Provision of outdoor play space for children in reception is insufficient for their physical development needs and some of the resources in reception need replacing.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are comfortable discussing concerns or problems with the staff.• Teaching is good.• Their children make good progress at school.• Their children like school.• Behaviour is good.	<ul style="list-style-type: none">• Some parents would like to see a wider range of out of school activities.• A few parents thought the arrangements for homework were not made clear to them.• Some parents thought that the clarity of the annual reports on their children's progress was obscured by the use of too much educational jargon.

The responses from the parents' questionnaires were very positive. There is reasonable provision for out of school activities, including opportunities for sport and music. Arrangements for homework are reasonable with the emphasis being put on practical activities that complement what the pupils are learning in school. The inspectors support the parents' views that the annual written reports contain too much jargon.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the nursery, their levels of attainment cover a broad range although generally similar to those usually seen. The spread of attainment in most years is quite wide although there are fewer than average pupils in the school who have been identified as having special educational needs. Children make good strides in their learning in nursery, however, this pace of learning slows in reception. When pupils move into Key Stage 1, the rate of progress increases again, particularly in literacy and numeracy, and pupils' attainment at the end of Key Stage 1 is in line with national averages and expectations, overall, with particular strengths in mathematics, art and design and design and technology.
2. The nursery provides children with a wide range of experiences which enable them to make good progress towards attaining the Early Learning Goals. This is particularly the case in their personal, social and emotional development and in spoken English. When children join reception, assessments indicate that children's attainment in communication, language and literacy and mathematics is average. Although, during their time in reception, children make satisfactory progress, the good pace of learning that has been established in the nursery is not maintained and a significant minority of children remain below average in their early writing skills. This is because teachers' expectations of what children, particularly the more able, may achieve are too low and not all staff have sufficient understanding of how young children learn. Consequently, the activities that are provided do not always promote children's learning as effectively as they should.
3. In the 2000 National Curriculum tests, taken towards the end of Key Stage 1, pupils' results although below average, were close to the national scores. In mathematics, results were above the national average. In mathematics, test results show a little decline in achievement over the years 1996 to 1999 with a notable rise in attainment in 2000 as a direct result of the introduction of the National Numeracy Strategy. Results in reading and writing were average when compared with similar schools, whilst in mathematics they were above. In writing, the percentage of pupils achieving the expected level was similar to the national average, however fewer pupils achieved the higher levels. The trend in scores in reading and writing over four years show improvement, particularly from 1999 to 2000, but only enough to keep pace with the national trend.
4. Several initiatives have contributed to the improvement in standards in English. Approaches to the teaching of English have been reviewed. The school has analysed the test scores very carefully and identified which aspects of writing and reading need to be concentrated on in order to promote faster progress. The teaching of literacy has been monitored in order to identify where improvement can be made and staff are well supported by the co-ordinator. Adjustments have been made to the school's timetable in order to teach writing more effectively and additional time has been allocated for independent reading.
5. In the 2000 tests, boys achieved better than girls in mathematics and girls achieved slightly better than boys in reading and writing. Taking the scores over three years, girls do better than boys in all three tests. The school is aware of these differences and monitors each pupil's progress very carefully, setting pupils individual targets for improvement. There was no significant difference in the attainment of boys and girls seen during the inspection. Standards seen in the school during the inspection were generally similar to those reflected in the national tests, with pupils' attainment in reading and writing being slightly higher than that indicated by the 2000 test results. Standards in English are beginning to benefit from changes to the organisation of the teaching of the subject and the effective delivery of the literacy strategy.
6. By the end of Key Stage 1, pupils' attainment in English is in line with national averages. They listen carefully and speak clearly. They read competently and use a reasonable range of

strategies to read unknown words. They can discuss the plots and characters in the stories they read and use reference materials, such as dictionaries, efficiently. Pupils write simple and logical stories, using sentences with simple punctuation and accurate or recognisable spelling of most words. Only the higher-attaining pupils exploit the widening vocabulary, they are acquiring in their literacy lessons, in writing. Throughout Key Stage 1, most pupils work very hard and make progress that is at least sound.

7. In mathematics, pupils make good progress in Year 1 and progress accelerates further at Year 2 because of the consistently high quality of teaching. The main emphasis of teaching is on mental arithmetic and pupils achieve above average standards in mental mathematics. Pupils have a good recall of number facts and develop a range of strategies for working out problems in their heads. They are very successful in recognising patterns and relationships in numbers. By the end of the key stage, pupils have a good understanding of number concepts. Pupils use mathematical vocabulary correctly and work effectively with shapes and measurements.
8. In science at the end of Key Stage 1 standards are above the national average. Pupils devise their own investigations well and have a thorough understanding of the work they have covered. Their understanding of forces is good for their age.
9. At the time of the last inspection, pupils' progress in information technology was found to be unsatisfactory and their attainment was below national expectations. Although there have been improvements in provision, pupils do not receive wide enough experience of this subject and, therefore, their attainment is still below the required standard. Pupils make good strides in their learning in individual lessons but, because they have insufficient access to equipment, their progress over time is not satisfactory.
10. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus by the end of the key stage. As they move through the school, pupils acquire an increasing facility to reflect on significant themes such as 'temptation'. By the end of the key stage, pupils have a reasonable level of understanding for their age of the faiths that they have studied, and they make good links between their own experiences and what religions have to say about these experiences. Pupils' progress in history, geography, music and physical education is satisfactory and standards at the end of the key stage, in these subjects, are in line with expectations.
11. Standards in design and technology have improved considerably since the last inspection. At that time standards in design and technology were judged to be below expectations. The school has worked energetically to improve the quality of provision and pupils now make good progress in this subject. They are able to manage materials with a good level of dexterity for their age. Their designs are drawn carefully and they evaluate the success of their projects and suggest how they might be improved. At the end of the key, stage standards are above expectations. Standards in art and design have also improved and are now above expectations. Pupils produce high quality drawings and paintings, work well with a wide range of media and create images of a good standard based on the work of artists, such as Turner.
12. Pupils with special educational needs benefit for the high level of expertise offered by support staff and these pupils make good progress towards the specific targets in their individual education plans. Pupils with special educational needs generally have good attitudes to learning and they work with concentration, both within small groups and with individual support.
13. The school sets targets for children in reception, and pupils in Years 1 and 2, in reading, writing, number and science and for attainment in the national tests at the end of the key stage. These targets are adjusted termly on the basis of pupils' current achievements. Pupils' individual targets are recorded in the teachers' class records and are readily available for checking against current progress. The targets set for the national tests in 2000 were exceeded in mathematics and science, although pupils' attainment at the higher levels, in the tests for reading writing, fell short of the targets by an average of five per cent. The targets set for pupils' performance in the 2001 national tests takes account of their individual progress and performance in the assessments undertaken in the school. The targets set realistically reflect

the capabilities of the pupils currently in Year 2. In mathematics, science and reading, expectations are similar to 2000 and an ambitious and higher target has been set for pupils' achievement in writing.

14. Since the last inspection, standards have either been maintained, or improved, with notable improvements in art and design and design and technology. The need to challenge higher-attaining pupils, identified as an issue at the time of the last inspection, has been addressed well and teachers ensure pupils are challenged by the work they are set. This is the case, particularly in literacy and numeracy lessons. All pupils have benefited from arrangements to teach some aspects of literacy and numeracy in classes where pupils are grouped by their prior attainment, and it is the school's intention to extend this arrangement in the next school year.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to learning and their behaviour are good. Their personal development and relationships are very good. The positive situation found at the time of the previous inspection has been maintained. The school achieves its aim of developing positive self-image, independence, confidence, co-operation, respect and tolerance. The level of attendance continues to be satisfactory for an infant school.
16. The pupils are polite, friendly and well behaved, they are confident and relate easily with adults. They are keen to come to school and show a high level of interest in whatever they are doing. They apply themselves well in the classroom and they sustain their concentration. These features help to promote pupils' learning. Inspectors confirm the view of most parents that the school is helping pupils to become mature and responsible individuals.
17. When children start school they settle quickly into school routines and build up good relationships with adults and with each other. They behave well, co-operate with each other, amicably sharing toys and taking turns. They enjoy the activities, particularly in the nursery, and are keen and eager to learn. They are attentive and are beginning to follow instructions well.
18. Throughout Key Stage 1, pupils have good attitudes to learning and are well motivated. In lessons, they listen politely and attentively to the teacher, and to each other, and they try to do their best at all times. This is particularly noticeable in Year 2, where teaching is stimulating and pupils are swept along with the excitement of the lessons. They are courteous and helpful to each other, to staff and to visitors. The pupils respond appropriately to instructions from teachers and settle quickly to work. They work well together, and individually, and show an interest in their work. Almost all are keen to participate in question and answer sessions and do so in a sensible and mature way. They readily take turns and show a willingness to apply themselves to whatever task is presented to them. They are keen to collect rewards for good behaviour and good work. The attitudes displayed by the large majority of pupils create positive opportunities for learning to take place even when, very occasionally, teaching is not fully effective.
19. The standard of pupils' behaviour in classrooms, in the playground, when moving to the hall for assembly or for physical education, and when eating their lunch is good. No unsatisfactory behaviour was observed during the inspection. There is no recent history of poor behaviour and it has not been necessary to exclude any pupil, for either a fixed term or permanently, in recent times. All pupils respond well to the high standards of behaviour expected and the action taken by the school to ensure good behaviour is very successful. Pupils behave well during break times and they play well together at all times. Inspection evidence confirms the view of parents that behaviour is good.
20. Pupils respond very well to the school's good provision for their personal development. They have opportunities to assume responsibility, which steadily increase through their school life. Children in the nursery respond very well to the opportunities they are given to be independent and they are starting to carry out routine responsibilities in a mature way. Elsewhere, the pupils are diligent in fulfilling their classroom and school responsibilities, which they undertake with enthusiasm. Relationships are very good, both among pupils and between pupils and adults.

Pupils respect the values and beliefs of others and this is apparent in the way they relate to each other, both in lessons and elsewhere. Pupils are given lots of opportunity to work together, such as when involved in group activities in the classroom; they do this well which contributes to a positive learning environment within the school.

21. Overall, levels of attendance are satisfactory for an infant school but recorded unauthorised absence is rather high. Unauthorised absence is the result of a small number of parents having a relaxed attitude to the importance of school attendance and to the need to respond to the school's procedures. Punctuality in the morning is generally good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons. Timekeeping throughout the day is generally good, although some delays were observed when the start of some reception classes, after break periods, was less than prompt.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. Taking account of teaching observed during the week of the inspection, and the findings of the scrutiny of pupils' work and teachers' planning, the quality of teaching is good overall.
23. Of the teaching observed, ninety five per cent was satisfactory or better. Of this, 37 per cent was good, with 24 per cent being very good or excellent. Five per cent of teaching was judged to be unsatisfactory. The quality of teaching has improved since the last inspection when 81 per cent of teaching was judged to be satisfactory or better, with 19 per cent being unsatisfactory. Since the last inspection, the school has addressed the key issues related to the quality of teaching, and improvements have been made in curriculum documentation, and in the strategies used to challenge the higher-attaining pupils. All this has had a positive impact on the overall quality of teaching.
24. The quality of teaching for children in the nursery is good overall, with some teaching being very good, or excellent. In the nursery, the staff have a very good understanding of the children's needs. They provide a wide range of interesting and purposeful activities which enable children to make considerable strides in their learning, especially in personal, social and emotional development and in communication, language and literacy.
25. This pace of learning is not maintained in the reception year. Although the curriculum provides a broad and balanced programme of teacher-directed learning experiences, these are not always linked to relevant and structured practical activities. Thus, children do not always have opportunities to consolidate the skills that are being taught, in a way that is appropriate for their age. Some staff have insufficient understanding about the ways in which young children learn. Generally, teachers' expectations of what children in reception can do are not high enough and this slows the progress of some, particularly in the development of their early writing skills.
26. At Key Stage 1 teaching is good and this is particularly the case at Year 2 where, during the inspection, 50 per cent of the teaching was judged to be very good or excellent. At Key Stage 1, teachers are confident in their subject knowledge. Teachers have particular expertise in delivering the literacy and numeracy strategies, and these are very well tailored to the needs of their pupils. In literacy lessons there are well-established routines, such as in Year 2 where pupils work with large word-sound cards. These enable them to make strides in spelling and reading by reinforcing their understanding of word sounds. Teachers in both years groups plan closely together and this enables consistency of provision. Teachers are well supported in their planning by detailed subject planning, and by curriculum co-ordinators who are always ready to offer support and advice on their subjects to colleagues. In Year 2, teachers exchange classes, so all science teaching is undertaken by one teacher, whilst the other teaches art. This is very good use of the particular expertise of these teachers, and has a positive impact on pupils' learning, as is demonstrated by the improvements and high standards achieved in these subjects.
27. At Key Stage 1, teachers' expectations of what pupils can achieve, and how they will behave, are very high and pupils respond well to the demands that are made of them. For example, in a very good art lesson, the teacher expected pupils to devise their own landscapes, based on a

landscape by Turner. The teacher had a very high level of subject expertise and the lesson was planned very carefully. She communicated to the pupils, very clearly, what skills they needed to use to achieve the desired effects. She used precise language, such as 'softer' and 'blend', in relation to colour and painting, and the practical activities were very well organised with a good range of choice. This enabled pupils to interpret the purpose of the lesson individually. The task, the use of language, and the breadth of organisation, all made considerable demands on the pupils and they achieved a high standard of work for their age.

28. Teachers keep careful records of pupils' progress and have good knowledge of the varying abilities of their pupils. This enables work to be planned which builds on pupils' prior attainment. In many lessons, particularly literacy and numeracy, different levels of work are set for pupils of differing attainments. For example, in a Year 1 lesson, in which pupils learnt about how stories are structured, the follow-up task was designed to reinforce the idea of a story having a beginning, middle and an end. However, it was adjusted slightly so there were four different versions of the same activity. They all reinforced the same idea, but were pitched at appropriate levels of difficulty, according to pupils' abilities. This enabled all pupils to make good strides in learning. Although at the beginning of the lesson they found the idea of 'a plot' difficult to grasp, by the end of the lesson they were confident about the structure of a simple story and some read their work out to the rest of the class, demonstrating their newly-acquired understanding well. Pupils benefit from being in classes organised on the basis of their prior attainment in Year 1, for literacy and in Years 1 and 2 for numeracy. These arrangements enable the higher attainers to be sufficiently challenged and the lower attaining pupils to work at a pace that gives them the opportunities they need to consolidate and practise their learning.
29. Teachers have a range of teaching styles, from calm and measured to enthusiastic and demanding. All are successful in presenting ideas and knowledge in an interesting and informative manner that gains pupils' attention and concentration. A variety of effective methods and activities are used, including using whiteboards for pupils to quickly record and show their answers. Effective use is made of open-ended questioning which enables pupils to demonstrate their understanding and extend it further. Teachers' questioning is fully inclusive and targeted, to ensure that pupils of all abilities and temperaments are motivated and able to explain what they know.
30. A considerable strength of teachers' work, both in the Foundation Stage and at Key Stage 1, is the way in which teachers use their assessments of pupils' progress to inform their planning of future lessons. Teachers make termly assessments of pupils' performance in English, mathematics, science and information and communication technology. If pupils are found not to be making the expected progress, teachers establish why this is, and set these pupils very specific targets in the aspects of their work that are causing concern. Teachers support pupils well in lesson, and intervene appropriately if pupils are having difficulties. Pupils' work is marked thoroughly and teachers give pupils feedback, towards the end of lessons, about how they have progressed.
31. The work provided within class for pupils with special educational needs is well matched to their needs and this helps them make good progress in their learning needs. In literacy, lessons meet the requirements of pupils' individual education plans very effectively. This support work is regularly monitored by the co-ordinator. Work within withdrawal groups for pupils with special educational needs is matched effectively to their individual education plans by the visiting support teacher.
32. Throughout the school, teachers manage the pupils most effectively. Teachers maintain assured control of their classes in a friendly but purposeful manner. Lessons in Key Stage 1 and the nursery start on time although, sometimes, in reception, the start of afternoon school is not so brisk.
33. Overall, the quality of pupils' learning is closely linked with the quality of teaching. Children in reception learn at a satisfactory pace when proper attention is given to their particular needs. Children learn at a good pace at in the nursery, as do pupils at Key Stage 1, and, by the time they are seven, pupils are achieving standards in English and science that are in line with those

seen nationally. In some subjects, such as mathematics, design and technology, and art, they achieve high standards for their age. The pace of learning increases as they move through Key Stage 1. Pupils respond well to the additional demands made on them and a good level of effort was observed in most lessons seen at Key Stage 1. Pupils often achieve a great deal in the time they have. They demonstrate a good level of independence in their attitudes to learning. They are able and willing to use reference books to search for additional information and work confidently and sensibly without direct supervision. The provision of homework is satisfactory. Pupils are set a reasonable range of homework activities that are linked appropriately to their current learning.

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

34. The school curriculum is sufficiently broad and balanced to meet the requirements of the National Curriculum, and personal, social and health education. The provision for religious education meets the requirements of the locally agreed syllabus. All pupils, including those with special educational needs, have full and equal access to all aspects of the curriculum.
35. At the time of the last inspection, the framework for planning the curriculum did not completely reflect the requirements of the National Curriculum. Since then, the curriculum has been strengthened and revised and it now meets the requirements of Curriculum 2000. It is carefully structured and balanced. There are effective links made between subjects, for example, between geography and history. However, information and communication technology is not used enough to support learning in other subjects and more use could be made of pupils' developing writing skills in other subjects as well as English.
36. The school has refined and developed its long- medium- and short-term planning strategies. Subject planning has been developed from national guidance and provides a strong framework to support the very good systems for planning the curriculum on a half term and weekly basis. The thorough approach to monitoring ensures that teaching and learning are effective and are appropriate for pupils' needs. At the time of the last inspection, provision for design and technology was considered to be unsatisfactory because the subject was not organised to deliver the requirements of the National Curriculum programmes of study fully, and teachers lacked subject expertise. The school has worked hard and improved the quality of subject provision considerably.
37. The very good implementation and the high priority given to the National Literacy and Numeracy Strategies is making a strong impact on pupils' learning and standards are beginning to rise. Skills are reinforced regularly and are taught in a well-planned and structured way. Literacy is further developed by projects that seek to involve parents more closely in their children's learning. There is a marked increase in pupils' performance in mental mathematics during their lessons.
38. The curriculum in the nursery continues to be a strength, as it was in the last inspection. Work is suitably planned and creates very good learning opportunities for these children. In reception, children experience the literacy and numeracy programmes, however, in some lessons, planning does not ensure that activities match the learning needs of these children appropriately.
39. Provision for pupils' personal development is good overall. There are particular strengths in social and moral development where provision is very good. The school is very effective in its promotion of moral values. The school has a clear moral code and pupils understand the difference between right and wrong. They learn about being honest, to tell the truth, and they show great respect for others' property and things around them. Teachers promote pupils' respect for each other's feelings and talents effectively. The school is very successful in providing opportunities, during the school day, for pupils to develop their independence and show initiative. For example, in one class pupils take it in turn to be 'leader' for the day, and there are duties, known to all, that they are expected to fulfil.

40. The provision for cultural development is satisfactory. The school is raising pupils' awareness of cultural traditions through the curriculum, for example, by learning about notable artists in art and hearing traditional stories and poems in English. There are also satisfactory opportunities for pupils to appreciate cultures other than their own by learning about Judaism and Sikhism in religious education, and following the exploits of Barnaby Bear as he travels the world. There are occasions when visitors come to school to share their first-hand experiences of other traditions and cultures experiences. However, pupils rarely visit places of cultural interest in the region.
41. Opportunities for spiritual development are satisfactory. Assembly is organised daily and is based on a theme for the week that helps pupils to focus on the display, and they feel relaxed in the calm and secure atmosphere. Pupils are given time to reflect on their thoughts and consider what they have been told. There are links with the local parish church and a church visitor comes into school on a regular basis to take assembly; this helps pupils' spiritual awareness.
42. The school provides a reasonable range of extra-curricular activities. The school has increased this provision since it was found to be in need of development at the time of the previous inspection. Opportunities for the pupils include a variety of sporting activities, a music club and residential visits. The school welcomes visitors to school to enrich the curricular opportunities. The involvement of a variety of local people of different occupations makes a good contribution to the pupils' personal development, as well as to their learning.
43. No evidence was found to support the views of a small number of parents who feel that there are too few opportunities for activities outside lessons.
44. The school has satisfactory links with the local community but opportunities are missed to make full use of them to extend pupils' knowledge and appreciation of activities outside school. There are links with some local businesses. Very good links exist with the adjacent junior school. Exchange visits take place which support pupils in their preparation for the next phase of schooling.
45. The school has recently recognised the importance of the pupils' personal, social and health education by appointing a co-ordinator to develop the previous informal arrangements. There is good provision for this aspect of pupils' education. Issues relating to drugs awareness and sex education are appropriately covered within the curriculum programme.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school is very caring school and looks after its pupils very well. The school's provision for the welfare, health and safety of its pupils is very good. The positive picture that was found at the time of the previous inspection has been built upon. The support provided by the school enhances the quality of education.
47. All members of the school community work together to provide an environment in which the pupils feel well cared for and secure. All staff have very good knowledge of the pupils as individuals and this enables them to respond sensitively and positively to their needs. The well-organised and very caring support provided to the pupils with special educational needs is a feature that demonstrates the school's commitment to the welfare of the pupils in its care. It is much appreciated by parents. The resulting supportive atmosphere, within the school, encourages learning. The pupils are happy at school. They confidently turn to adults when they need help or advice, secure in the knowledge that their needs will be met sympathetically.
48. Mid-day supervisory staff relate well to the pupils. They provide good support during lunchtimes, which has a positive effect on behaviour and safety. First-aid and fire safety arrangements are very good. The school provides a safe and supportive environment and procedures for recording and dealing with accidents are secure. No health and safety hazards were observed during the inspection.

49. The school's procedures for child protection are very good and meet statutory requirements. The designated member of staff has received relevant training and is suitably experienced to properly undertake her responsibilities. Class teachers and support staff, who receive regular training, are attentive and conscientious in their approach to the proper support of the pupils in their charge.
50. The school's procedures for monitoring and improving attendance are satisfactory. Records for attendance are properly maintained and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are good procedures to deal effectively with any unexpected absence. Liaison with the school's education welfare officer, although not needed frequently, is appropriate.
51. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good overall. The school has an environment in which there is an absence of oppressive behaviour, bullying, sexism or racism. All teachers and support staff have effective strategies for dealing with the occasional instances of inappropriate behaviour. They are very sensitive to the needs of pupils as individuals. Rewards and sanctions are well organised, appropriate and well understood and accepted by pupils.
52. The school's arrangements for the monitoring and support of pupils' personal development are very good and teachers know their pupils very well. A range of procedures, both formal and informal, is in place and there is effective implementation of these. Good use is made of the information to ensure that all pupils, whatever their background, gender or ability receive support appropriate to their individual need. Pupils with identified special educational needs, particularly physical disability, are particularly well supported. Informal arrangements for supporting pupils' personal development are very good. They make a positive contribution to the way in which teaching and support staff ensure that the personal needs of all the pupils are recognised and met.
53. At the time of the last inspection, the school did not make use of short-term assessments to ensure pupils' progress. The school has now refined all its methods of assessment and makes very good use of the results to fine tune the provision for individual pupils especially for those with special educational needs.
54. Assessment and monitoring of support for pupils with a statement of special educational needs is excellent. The quality of record keeping is exceedingly thorough and the co-ordinator tries to involve parents closely at all stages. There is very good liaison with outside agencies ensuring very high quality support for pupils with emotional and behavioural difficulties and for pupils with physical problems. The school continues to await, however, a revised statement of special educational needs with revised targets for pupils' development.
55. Teachers have very good relationships with pupils with special educational needs and this is very effective in raising pupils' self-esteem and modifying their behaviour.
56. The new policy on assessment measures the attainment of pupils both at the Foundation Stage and, in greater detail, at Key Stage 1. The quality of assessment is now very good, particularly in literacy and numeracy. Teachers use assessment on a day-to-day basis, and adjust their lesson plans. In Year 1, for example, the teacher refocused a lesson in order that pupils could improve their confidence in their understanding of more than one number and less than another. She approached the lesson from a different aspect and ensured that pupils were secure in their understanding about numbers to ten.
57. Teachers in Key Stage 1 ensure their lesson plans include how to measure the progress pupils make in the lesson; this particularly focuses on progress in English, mathematics and science.
58. All staff in the nursery use a baseline assessment to measure what children can achieve on entry to the nursery, the records kept through the rest of the school measure the progress pupils make through the key stage. The information is collated and used to identify pupils' individual targets. The procedures are in place for all subjects, but need to be developed further,

particularly in the areas of information and communication technology and history. New pupils are inducted carefully in to the life of the school and regular liaison takes place between the children in the nursery and reception. There are well-developed formats to monitor the progress of children in the Foundation Stage.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents are very supportive of the school. They think it is very good and find many things to like about it. Their children like school. The school is thought to be a caring school that provides well for their children. Parents are comfortable approaching the school when they have worries or concerns, and are very happy with the quality of teaching and the standards achieved. They feel that the school has high expectations and encourages their children to become mature and responsible individuals. Inspection evidence supports parents' views. A small number of parents expressed concerns about homework arrangements and the provision of activities outside lessons. Inspection evidence finds no support for the lack of extra-curricular activities or the school's homework policy, which is appropriate.
60. The school aims to create a partnership between child, parent and school and, in this, it is very successful.
61. The school has very good links with parents that enrich pupils' learning experiences. The good features found at the time of the previous inspection have been maintained. Home-school links are supported by a home-school agreement that provides for commitment by the school, parents and the pupil to the improvement of standards. Parents and other helpers are warmly welcomed into school and are encouraged to participate in its work. Those able to help in school are used well for example, by supporting classroom activities, helping with computer work and in the library, hearing readers, and assisting with cookery. The involvement of parents, and pupils, in social and fund-raising activities is good. Parental support at home is variable; being a function of personal circumstances, but overall it is good. The involvement of parents and other volunteers, in the work of the school, makes a positive contribution to pupils' learning.
62. The quality of information provided formally by the school is very good. The school prospectus and the governors' annual report to parents are well-organised, very comprehensive, user-friendly documents that give parents all of the information to which they are entitled. The prospectus makes good use of illustrations to present a picture of life in the school. Statutory reporting requirements are met fully. The school's nursery and reception welcome booklets are very informative. They are well organised and very helpful to parents, giving good advice that ensures a smooth start to school life.
63. Parents are informed of their child's progress and development each term and annually through a written report. The quality of the latter is satisfactory overall, with many teachers clearly taking much time and trouble to make them a truly individual reflection of achievement. The reports meet reporting requirements, providing a satisfactory summary of pupils' attainment and progress. There is, however, some use of inappropriate language, such as 'using his knowledge of blends', which is not helpful to most parents. In this respect, the views of some parents about too much use of 'jargon' is supported by the inspection's findings.
64. In addition to the formal arrangements for discussing attainment and progress, there are regular opportunities for informal discussion with staff. The headteacher is very anxious to ensure that parents are comfortable with what the school is doing and she makes herself available at any time to meet with parents. Teachers are happy to meet with parents informally, before or after school, or by appointment to ensure availability due to teaching commitments. As a result of the very good partnership established with parents, when their children begin school they settle quickly and happily into school life. This effective partnership continues throughout the school. There is no reason for parents to feel unsure about what or how their child is doing at school, providing they take advantage of the opportunities offered to them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The school's aims and the positive whole-school ethos demonstrate a commitment to inclusivity, high expectations and the promotion of high standards. The school provides a caring atmosphere in which pupils and staff feel valued, develop confidence and work hard. There is an outstanding level of commitment, by all members of the school community, to providing the best they can for the pupils and to further school improvement. The school is very well led and managed. The headteacher gives very strong leadership and works in close and productive partnership with the deputy headteacher.
66. All the key issues identified during the last inspection been thoroughly addressed. The school recognised the need to develop the scope and accuracy of the school development plan. The school used the key issue as an opportunity to undertake a thorough evaluation of what the school needed to do to improve and to consider how this might be done. The current development plan resulted from a whole-school audit. It is a very comprehensive and useful document, touching on every aspect of school life and evaluating the school's progress towards its targets so far. Staff and governors are fully involved in establishing the planning process. Priorities for development, resourcing, and cost of these initiatives, are shown clearly in the plan. The current school development cycle runs from 2000 to 2002. It contains a useful summary of the school's priorities until 2003. Each term, the staff evaluate their progress towards the school development targets that they lead on. Governors have a four-year plan which gives them an overview of their responsibilities.
67. The school's perception of where it is now and what needs to be done in terms of development is very closely detailed. The result of undertaking such a comprehensive survey means that staff and governors have a realistic view of the needs of the school and this spans matters ranging from the further development of National Curriculum subjects, to the targets for improvement that are set for individual pupils.
68. Procedures for the monitoring of teaching and learning are good. This is because the open and supportive school climate means that teachers value advice and because the monitoring and evaluating process is well organised. Teachers are very much aware of each other's classroom practice and a considerable amount of curriculum and lesson planning takes place with teachers working together. Curriculum co-ordinators give strong leadership in their subject areas, they all have a good understanding of the demands of their subject and offer colleagues informal advice and support where it is requested. All curriculum co-ordinators have regular opportunities to monitor the teaching and learning of their subjects, to scrutinise pupils' work and teachers' planning. Discussions with staff shows that teachers found these processes helpful in supporting their professional development. The programme for staff development is planned by using information from the monitoring processes. Arrangements made by the governing body for monitoring the work of headteacher and staff are securely in place. Analyses of pupils' assessment and testing data enable staff to identify strengths and weaknesses in current provision. Consequently, the school has a realistic view of the areas that need development, as is shown by the current initiatives to improve writing and the targeting of pupils whose progress gives particular cause for concern.
69. The management of special educational needs is very good, and there is very effective, caring provision. The co-ordinator has developed procedures for early identification of need very effectively. She is directly responsible, together with class teachers and outside agencies, for compiling each pupil's individual education plan and is fully involved in reviews and assessing pupils' progress.
70. The early years co-ordinator has considerable experience and expertise in the education of the youngest children and this is evidenced by the high quality provision in the nursery unit. However, she is, currently, not sufficiently involved in the delivery or monitoring of the curriculum in the reception classes and the provision in reception does not maintain the high quality of that in the nursery.

71. The school has as very good governing body that plays a full part in school development and has an accurate and detailed understanding of the strengths and weaknesses of the school. Individual governors maintain a strong interest in specific aspects of school life, such as literacy, numeracy and special educational needs. They liaise closely with the school, offer support and monitor developments in provision and standards
72. The governing body works very closely with the headteacher and senior staff to plan the school's financial strategy and monitor its budget. The headteacher and governors are very aware of the need to provide as high a standard of education as possible and their planning is solidly based on ensuring that the school's educational provision is sustainable and that, as far as is possible, its educational targets are met. The financial planning process is well organised. The school benefits from the commercial expertise of the Chair of Finance and the support provided by the local authority. Financial resources are used effectively to meet the needs of the school as defined in its development plan.
73. Since the previous inspection there has been a substantial increase in the amount of money available to the school. The increase in funding has been well directed towards improving the quality of learning provision. Financial resources are used prudently and the school's strategy for the planning and use of its financial reserves is appropriate. Contingency planning is well organised to ensure that finances will be sufficient to ensure the continuation of the school's present educational strategies.
74. There is good liaison between governors, the headteacher and staff in formulating the budget. Governors take an active part deciding budget priorities and the strategies behind them. They explore all options open to them fully, and take decisions with confidence because of their individual expertise and the objective information provided to them by the headteacher. There is very effective corporate decision making that ensures that the financial resources available to the school, which are broadly in line with those for similar schools nationally, are properly targeted to improving standards throughout the school. However, there is a need for more independent monitoring of learning resource provision to ensure that opportunities for improvement are identified and provision made for them when planning the budget priorities. Opportunities for improvement, by allocating small amounts of money where it is needed, are sometimes missed.
75. The specific funds element of the school's finances is very well targeted. The funds are used effectively to raise the attainment of those pupils who would most benefit.
76. The school makes satisfactory use of new technologies. In addition to the support of administration activities, where computerised systems are used well, and the development of a computer suite, the school has moved positively to embrace the Internet and has its own e-mail address. All members of staff have received recent training.
77. The school's overall administration arrangements, and the day-to-day control of its finances, are good. Good use is made of the information available from the school's computerised management system and there are effective financial and administrative procedures in place that allow the very conscientious administration assistant to support the work of the school positively. The school's most recent financial audit was very complimentary. The school was commended for its high standard of financial management. The audit's two minor recommendations have been dealt with.
78. The governing body uses the four principles of compare, challenge, consult, and compete well. There has been considerable improvement since the previous inspection. The school's self-evaluation procedures are well organised. They are aware of the need to challenge what is going on and they are doing so sensitively, but with increasing rigour. All elements of the school's spending are evaluated to ensure that the most economic, effective and efficient quality of education and support is provided for the pupils in its charge.
79. The school is well provided for in terms of teaching staff. Teachers are suitably qualified to meet the needs of the curriculum. There is a suitable range of teaching experience, although

the majority of teachers are relatively new to the school. The number of support staff, especially those to provide general rather than specific support, is somewhat limited but those that are available, especially those supporting pupils with special educational needs are effectively deployed. They are well trained and work closely with class teachers. They make a valuable contribution to pupils' learning.

80. Induction and mentoring procedures for newly-qualified teachers, and those new to the school, are very good. The school is sensitive to their needs, provides appropriate training and release time, and has very rapidly made them feel valued and a full part of the school community.
81. The adequacy of accommodation for the delivery of the National Curriculum is good. The school consists of three separate buildings that use up most of the school site. Provision for disabled pupils is good. The problem of unsafe paved areas, found at the time of the previous inspection, has been overcome. Each building is well maintained and kept clean and tidy. The nursery provides a high quality environment for children starting their school life. Elsewhere, classrooms are of reasonable size, generally bright and airy, and provide appropriate facilities for the effective delivery of the curriculum. Some public areas and some classrooms, especially in the nursery and upper part of the school, provide a stimulating environment but there is room for improvement elsewhere. The provision of a dedicated computer area is an improvement since the previous inspection but, in its present location, it is somewhat cramped for whole-class teaching.
82. There is barely sufficient playground space for the size of the school although in good weather the hard-standing areas are complemented by the use of a reasonably sized grassed area. There is a designated safe outside play area for children in the nursery but in reception the children have a small outside play area which is not big enough for them to play safely with large equipment.
83. Learning resources are satisfactory overall, much as at the time of the previous inspection. There has been an improvement in computer provision but, overall, resources for the effective delivery of the information and communication technology curriculum continue to be unsatisfactory. No subject is well resourced and history has shown no improvement in resources since it was identified as a weakness during the previous inspection.
84. Overall, children enter the school with levels of attainment that are similar to the standards usually seen for their age. The school promotes a very positive ethos and makes very good provision for the care and personal development of the pupils. The pupils' attitudes and behaviour are good. Generally standards are rising. The quality of the teaching is good overall. The financial allocation for educating each pupil is about average. Within the context of all these factors, the school is judged to be giving good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. The head teacher and staff in partnership with the governing body should now:

- ☐ Improve the quality of provision for children in reception by:
 - enabling the Early Years co-ordinator to be more closely involved in the organisation and delivery of the reception year curriculum;
 - improving the quality of the learning environment and level of resourcing both inside and outside;
 - ensuring that all reception staff have a thorough understanding of the ways in which young children learn.
(Paragraphs 25, 26, 70, 82, 89, 91-92, 93, 98, 101)
- ☐ Raise standards in information and communication technology, at the end of Key Stage 1, by:
 - ensuring the reliability of the equipment;
 - giving pupils regular opportunities to develop their skills in information and communication technology;
 - using information and communication technology in other subjects.
(Paragraphs 35, 83, 154, 155, 158)
- ☐ Improve pupils' writing skills further by:
 - giving them regular opportunities to apply their developing writing skills in other subjects as well as English.
(Paragraphs 35, 119, 129, 130, 149, 151, 170)

In addition to the issues identified above the following less important weaknesses should be considered for inclusion in the school's action plan:

- improve the level of resources for history.
(Paragraphs 83, 153)
- widen pupils' cultural experiences by building opportunities into the curriculum for educational visits and visitors to school.
(Paragraphs 162, 172)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	19	37	34	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39	153
Number of full-time pupils known to be eligible for free school meals	-	29

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	14

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	7.9
National comparative data	5.1

Unauthorised absence

	%
School data	0.6
National comparative data	0.4

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	2000	25	32	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	25	27	30
	Total	45	48	52
Percentage of pupils at NC level 2 or above	School	79 (72)	84 (74)	91 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	23
	Girls	28	28	30
	Total	50	50	53
Percentage of pupils at NC level 2 or above	School	88 (63)	88 (69)	93 (78)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	94
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)	8
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	5.0
Total aggregate hours worked per week	103

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	324,965
Total expenditure	336,066
Expenditure per pupil	1,697
Balance brought forward from previous year	24,141
Balance carried forward to next year	13,040

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	96
Percentage of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	56	42	0	0	2
Behaviour in the school is good.	46	51	1	0	2
My child gets the right amount of work to do at home.	38	51	6	0	5
The teaching is good.	57	42	0	0	1
I am kept well informed about how my child is getting on.	35	48	14	0	3
I would feel comfortable about approaching the school with questions or a problem.	67	32	1	0	0
The school expects my child to work hard and achieve his or her best.	58	35	2	0	4
The school works closely with parents.	47	47	6	0	0
The school is well led and managed.	60	36	1	0	2
The school is helping my child become mature and responsible.	55	45	0	0	0
The school provides an interesting range of activities outside lessons.	19	41	22	0	19

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

86. Children in the Foundation Stage are taught in the nursery and in two reception classes. An effective induction programme, which results in the children settling into nursery life quickly and happily, has been successfully achieved and parents are very pleased with the provision their children receive. The children are admitted to the nursery on a part-time basis, shortly after their third birthday, and transfer to the reception classes in the September or January before they are five. Both reception classes contain a few children who have been identified as having special educational needs and these children are very well supported in their learning.
87. The school has responded positively in responding to the requirements of the new Foundation Stage curriculum and the adults who work with these young children have worked hard to implement the Early Learning Goals.
88. On entry to the nursery, early assessment information indicates that most children's attainment is similar to that of three-year-olds in other schools. While they are in the nursery, children make considerable progress in their personal, social and emotional development and in the development of communication, language and literacy, particularly the development of spoken English. Children make good progress in the other areas of learning. The very good progress made in the nursery in personal and social and emotional development is due to the emphasis placed on this area of learning and the role models shown by nursery staff.
89. Assessment on entry to the reception classes indicates that in communication, language and literacy, and mathematics, children's attainment is average. Although sound progress is made in the reception class in communication, language and literacy, a significant minority of children remain below average in early writing skills. Expectations of teachers in reception, particularly for more able children, are too low and, as a result, children do not make fast enough progress. Children with special educational needs make good progress in the Foundation Stage.
90. The environment in the nursery is bright, attractive, and very well organised with good quality resources which enable the children to make choices for themselves and to work confidently and independently. Children in the nursery are provided with a very wide range of good quality activities and experiences that are highly appropriate for the age group and that enable them to make good progress in their learning. The outdoor play area is attractive and very well equipped with a good range of activities for both physical and personal and social development.
91. The previous inspection report noted a marked difference in provision and resources between that for children in nursery and those in reception and this is still the case. The provision in reception is appropriate for the needs of these children, but the use to which the accommodation is put, and the tired condition of much of the equipment, restricts access to the activities which children of this age require in order to develop independence in their learning. The learning environment is cluttered and appears somewhat disorganised.
92. The curriculum provides a broad and balanced programme of teacher-directed learning experiences, but there is insufficient free access to suitably structured play activities. The children are, as a result, unable to practise and consolidate the skills that are being taught in a way that is appropriate for their age. There is, currently, no provision for structured outdoor play in order that children may effectively develop skills and collaborate with each other in an appropriate environment. This was noted in the previous inspection report and there has been no improvement. The children have limited access to the hall in the main school to develop physical skills, but this is inadequate for the requirements of the Foundation Stage curriculum. The school has now recognised this requirement within the school development plan and governors are aware of an urgent need to develop facilities for children in reception.

93. A lack of knowledge and understanding by some reception staff, of the ways in which young children learn, sometimes results in inappropriate tasks which, at times, are beyond the children's interest and maturity. Given a continuation of the predominantly satisfactory teaching in both reception classes, the majority of children are likely to reach the expected levels by the beginning of Year 1. Overall children's progress is sound.

Personal, social and emotional development

94. The majority of children enter the nursery with social skills that are similar to others of their age. By the time they leave the nursery, they are already achieving the Early Learning Goals in this area. This indicates very good progress and reflects the skilful teaching, where all adults act as excellent role models and work very effectively as a team. Children begin to acquire independence through the strategies employed in the organisation within the nursery. The small groups, in which the children so often work in the nursery, create a sense of belonging and enable staff to develop close bonds with the children in their care. They form a strong basis for the school's training in social and moral values and responsibilities. The layout of activities in the nursery encourages independence and enables children to choose where they will play with confidence. All children are encouraged to take responsibility for their actions and to make decisions for themselves. As a result, the children quickly understand school routines and select activities and tidy up with confidence. The children co-operate well in construction activities and in water play, as they hold containers steady for a friend to fill. In outdoor play children in the nursery help one another to drive their 'cars' on to a ramp and then use wooden hammers to repair them in the garage. At the end of a session they tidy up the toys and sweep up the sand. Fewer opportunities are provided in the reception classes for children to make choices and initiate activities. By the end of their time in reception, children attain the expected levels for their age.

Communication, language and literacy

95. Most of the children have language skills that are similar to those of other three-year-olds when they enter the nursery. Some children display immature speech patterns, and a few children have poor skills in both speaking and listening. Children develop early oral language skills well and make good progress in the nursery where they are provided with an excellent range of role-play activities to encourage language development, and where they work in small groups, with an adult, at a variety of tasks. Children take books home to share with their parents from the moment they enter the nursery and this is much appreciated by parents.
96. The teaching of language and literacy for children in the Foundation Stage is satisfactory overall, with particular strengths in the nursery.
97. Children in the nursery work in small groups with an adult each day and there is constant discussion and interchange during these tasks. The development of writing in the nursery is sound, with opportunities readily created for the use of early writing skills in role-play for instance, children were observed taking telephone messages and filling out orders for the construction firm for whom they worked. Children sign their own names on entry to the nursery as they register their attendance, aided and supported by parents. The direct teaching of phonics in the nursery, through games such as 'Hunt the Thimble', where children search for objects beginning with a given sound, together with the emphasis placed on rhyme and pattern in stories and songs, is a strength of the provision.
98. Not enough attention is given to the needs of higher-attaining children, however, when planning work in the reception classes and, as a result, they do not progress as well as they should do. The teaching of reading and writing in reception is sound with appropriate emphasis given to letter formation and handwriting practice. Teaching in reception is closely linked to the National Literacy Strategy. In reception, children handle books appropriately and, by the time they are five years old, most are able to differentiate between pictures and text. Most children recognise letters of the alphabet, by sound or shape, and they can relate the text to words. A few higher-attaining children are competent early readers. Overall, children attain the Early Learning Goals

by the age of five, although some pupils enter Key Stage 1 with writing skills that are low for their age.

Mathematical development

99. Teaching is satisfactory and children make sound progress overall and attain levels similar to those of children of their age in other schools.
100. In the nursery, children make good progress in sorting, matching and counting through a range of activities which enable them to practise these skills. They complete jigsaws, build with construction kits, and count objects with increasing accuracy, acquiring the appropriate mathematical vocabulary. Most children begin to acquire some understanding of two-dimensional shapes such as triangles and circles. Children apply knowledge of relative size as they choose small paper for a painting of Baby Bear, a larger piece for Mummy Bear and a very large piece of paper for Daddy Bear. Counting is reinforced through simple number rhymes and the adults make good use of outdoor games where children jump from hoop to hoop learning the numbers as they progress. Most children count competently to five and some count beyond this in the nursery. Children make graphs of their fruit preferences as a record of a tasting session from 'Handa's' basket.
101. In the reception class, children build on these early number skills soundly as they learn to add two groups of objects to find a total. A majority of children recognise the numerals to nine confidently and higher-attaining children read and recognise numbers to 30. Children's number skills are more secure than in other areas of mathematics, due to the impact of the National Numeracy Strategy and the majority are in line to achieve the Early Learning Goals by the time they begin Year 1. Children extend their early knowledge of two-dimensional shape to include three dimensions as they work together to make a striking *Shape Monster* who glowers from the wall. There are, however, missed opportunities for children to develop mathematical understanding through practical experiences and imaginative play.

Knowledge and understanding of the world

102. Teaching is satisfactory in the nursery and reception, overall, and children make steady progress and, by the age of five, attain levels similar to those expected.
103. In the nursery, the teacher uses the story of '*Handa's Surprise*' very effectively to develop children's knowledge and understanding of fruits as they explore texture, shape, smell and taste. In outdoor play, children in the nursery use magnifying lenses to explore the growth on the bulbs they planted earlier, exclaiming with delight at embryonic buds. Children in reception build on this knowledge of plants to investigate the growth of bulbs and to look through magnifying lenses at spring flowers within the classroom. Other children in reception walk around the school grounds to identify different buildings and features. On return to the classroom they attempt, with very little success, to locate places on a very basic plan. On occasions, unsatisfactory teaching in the reception class results in few gains in learning. This happens when the task is boring for young children and their interest is, therefore, not captured.
104. Through daily discussion, children learn about the days of the week, the weather, the seasons, and begin to develop an understanding of the passage of time. The good opportunities in the nursery enable children to select materials, construct models and develop skills in cutting, sticking and joining materials together. Opportunities are provided, both in the nursery and reception, for children to develop confidence when using computers and their skills are developing effectively in controlling a mouse to create paintings and to manipulate cubes on screen, counting as they do so.

Physical development

105. Teaching is satisfactory overall and children make sound progress. In the nursery, children move with confidence around the outdoor play area. They walk with good balancing skills across climbing apparatus, crawl through tunnels, and steer and pedal bikes and scooters with

good control and avoidance techniques. There is no safe surface for children in reception to play safely with the appropriate climbing and balancing equipment for their age. The lack of play opportunities with wheeled toys, such as bikes, cars and prams, and outdoor climbing and balancing equipment, restricts this aspect of their physical development. Most children make steady progress in the dexterity they demonstrate when using paintbrushes, pencils, and crayons, completing jigsaw puzzles, building with constructional toys, and pouring water into containers of different shape and size. They move the cursor on the computer with the control needed to operate programs. Many children use scissors with a good level of competence. All children have the opportunity to use materials such as plasticine and 'playdough' and children in reception, for instance, used clay, with obvious enjoyment, to make decorated tiles. They make sound gains in developing their manipulative skills and achieve the Early Learning Goals by the time they move into Year 1.

Creative development

106. Children's creative and artistic skills are developing appropriately and are evident in the bright displays of work, particularly in the nursery. Children attain levels in most areas of creative work which are typical for their age but, in creative artwork, access to materials for imaginative expression is sometimes restricted within the reception classes. Children in the nursery explore a wide range of musical instruments, and most children know the names of basic percussion instruments. They have an increasing repertoire of songs and rhymes and all enjoy their music, developing their expertise well as they sing in unison and explore the rhythm and rhyme of nursery songs. Excellent opportunities are presented in nursery for children to express their own ideas and communicate their feelings through role play, for example, as they act out the story of *"Handa's Surprise"*, wearing animal masks, balancing the basket of fruit, and traversing a pre-prepared path through the jungle.
107. Opportunities are provided in the nursery and reception classes for children to explore techniques such as painting, printing, drawing and collage. Children in the reception class form clay tiles to their own designs and then decorate them using clay tools to create the textured effect of spikey hair. Children use paints, crayons, pastels, chalks, and collage in their artwork. Dough and clay are used regularly, both in the nursery and reception, and children enjoy squeezing, rolling, shaping, cutting and forming their own models. Teaching is satisfactory overall and children make sound progress.

ENGLISH

108. Over the last four years, pupils' overall attainment in the National Curriculum reading and writing tests at the end of Key Stage 1 has stayed close to national averages, although always a little below. The national average points scored altogether indicate that pupils' attainment in reading and writing tests was about half a term behind what it should be. In the reading test taken towards the end of the school year in 2000, the number of pupils achieving the higher level in both reading and writing, although below, was close to the national averages. These standards are comparable to those achieved by pupils in similar schools.
109. Although in the tests taken in 2000 there was no significant difference between the attainment of boys and girls, taking the scores over three years, girls attain significantly better than boys. This picture was not reflected in the work seen during the inspection.
110. Inspection findings indicate that pupils, currently in Year 2, are attaining standards broadly similar in writing to those seen in the tests, and higher in reading. Overall, standards in English, towards the end of Key Stage 1, are in line with national averages.
111. The school has analysed its test scores and other information about pupils' progress in English, very carefully, and has identified what aspects of reading and writing pupils have to concentrate on in order to improve. The recent adjustments made to the English timetable in Year 2 have facilitated a more structured approach to the teaching of writing skills. These arrangements, allied with the teaching of pupils in groups based on their prior attainment, and the effective

delivery of the literacy strategy, are all beginning to have a positive impact on pupils' achievement in English.

Speaking and listening

112. Standards in speaking and listening benefit from the early emphasis the school places on the development of speaking and listening skills in the nursery and reception, and pupils continue to develop these at a pace that is at least satisfactory and good for some. By the end of the key stage, pupils' attainment is firmly in line with national averages. The pace of pupils' learning benefits from the many opportunities that teachers plan, within their lessons, for pupils to talk in small groups and in front of a larger audiences, such as the whole class. Pupils listen carefully to each other and their teachers and usually give responses that are interesting and relevant. This was very evident during the concluding part of a Year 1 literacy lesson, when some pupils were required to present their work to the whole class. After initial prompting by the teacher, they read their work out with expression, although one pupil had to be reminded not to hide behind the paper when reading to the class! Teachers take every opportunity to broaden pupils' vocabulary by sharing technical language and structuring their questions so that they promote pupils' use of a widening vocabulary. This is successful in enabling pupils to become interesting and confident speakers, although many pupils have yet to use their widening range of vocabulary in their writing.

Reading

113. Standards in reading are in line with the national average at the end of Key Stage 1. By the end of the key stage, pupils have acquired a reasonable range of strategies to tackle new and unfamiliar words, through building words by using their knowledge of letter sounds and breaking words into syllables. They apply the techniques they learn during the literacy strategy, for example, in recognising the 'oa' combination of letters, to make boat, coat and so on. The pupils' speed and accuracy in using dictionaries and information books for reference is developing well from an early stage. Most pupils enjoy reading and, by the end of the key stage, they are able to read simple texts with expression. They describe the stories they have read and talk about the principle characters in their books, and make sensible suggestions about what might happen next.

Writing

114. Because children make inefficient progress in the early stages of writing in reception, some enter Key Stage 1 with skills which are low for their age. Teachers and pupils at Key Stage 1 work hard together to remedy these shortcomings. The scrutiny of work in both year groups shows that pupils make good strides in developing their writing skills and, by the end of the key stage, are generally achieving standards that are close to the national average.
115. At the beginning of Year 1, the majority of pupils are able to copy teachers' writing, although often their writing is over large and uneven. Higher-attaining pupils have sufficient confidence and skill to write phrases and words independently that construct recognisable or logical statements. In Year 1, they learn at a good pace, they are prepared to have a go and write independently, using their phonic knowledge and the word prompts that are available to help. In Year 1, pupils' handwriting becomes more confident and letters are better formed, spelling improves with the spelling of most common words being correct and most words are recognisable. Most pupils are beginning the use capitals and full stops. Writing is mainly composed of brief and simple statements. In an effective lesson seen in Year 1 pupils made good progress in learning how a story is structured. At first, they found the idea of the story having 'a plot' very difficult, but through discussion, the teacher's clear explanations, and the activities they undertook in making a story board and reconstructing the story, the lesson was most effective. By the end, all pupils were clear about the need to structure a story logically. This good pace of learning continues in Year 2 and pupils' writing develops well, independent writing increasing in length, sentences becoming more complex and spelling and punctuation more accurate. The higher-attaining pupils are beginning to write stories and poems, using a widening range of vocabulary, and trying hard to use words precisely and to interesting effect.

116. Pupils with special educational needs receive a good level of support in all classes. Teachers and support staff know their pupils well and work hard to promote their independence in writing and reading. Pupils are always encouraged and their successes praised. Support staff were seen giving their pupils quiet encouragement during whole-class discussions and this, frequently, gave the pupils confidence to make sensible contributions, speaking clearly in front of the whole class. In a very good lesson in Year 2, the class teacher ensured that the particular needs of a pupil were met and that he participated fully in the whole-class literacy session. At the same time, the teacher ensured that the needs of the remainder of the pupils were not neglected. Teachers set pupils tasks which are well matched to their learning needs and take careful account of the requirements of their individual education plans.

Teaching and learning

117. The teaching of English is good and, as a result, pupils in both Years 1 and 2 are making good strides in learning. In all classes, teachers and pupils work very hard together and the pace of teaching is brisk. Teachers establish a climate of hard work and promote a strong sense of purpose and effort. Teachers have a very good grasp of the requirements of the literacy strategy and use it very well to serve the particular needs of their pupils. There are agreed approaches to the teaching of writing and reading. The school has recognised that it needs to focus more on the teaching of writing and has adjusted its weekly timetable accordingly. Strategies, such as the use of white boards on which pupils can quickly record and show their answers, promote pupils' confidence in writing. These tactics enable teachers to make an instant assessment of pupils' understanding. Teachers keep careful records of pupils' progress and set very specific targets for improvement. They use these records well, quickly identify where pupils are not making the progress that has been expected. This enables teachers to identify aspects of work where pupils are having difficulties and to give additional help that is well targeted to pupils' learning needs.
118. In a good writing lesson seen in Year 2, pupils increased their understanding of how to plan a narrative. The class teacher used a picture of a rainforest to stimulate ideas for story writing. This was a particularly good choice because the picture contained a great deal of detail in which pupils were interested. This motivated them to tell the story of the picture. The teacher also used the opportunity well to reinforce the need to use punctuation accurately. She made effective use of questioning to enable pupils to focus on the key ideas and characters in their story and to extend their vocabulary. Pupils were encouraged to use their newly acquired vocabulary in their writing. The teachers' questioning was well targeted to individual pupils and the pupil with special educational needs was quietly encouraged and participated fully in the discussion. The pupils used their white boards efficiently to draft and refine their ideas. The final versions of the stories were completed the next day and produced in the form of small books, with covers and a title page. Pupils had made good use of the vocabulary that had been introduced in the lesson and produced some interesting stories. Some pupils had the confidence to try setting out direct speech and to use speech marks. Most of the stories were of a reasonable length, although some pupils found it difficult to sustain the quality and accuracy of their writing through to the end of the story.
119. The quality of teachers' day-to-day assessment of pupils' progress is good. Pupils' written work is clearly marked and they are given detailed feedback at the end of lessons about how much they have achieved and what they need to do to improve further, although this is not always noted in their exercise books. Teachers work very hard to promote higher standards in writing during English lessons, but do not make sufficient use of opportunities to develop pupils' writing skills in other subjects. Although some writing takes place in many subjects, the forms used do not give pupils a chance to express their knowledge and ideas independently.
120. The teaching of reading is well organised. Group reading takes place regularly and teachers keep detailed records of pupils' progress in reading, both in groups and independently. Each class has regular reading sessions when pupils have the chance to share books and to read independently from the class's book collection. Pupils are encouraged to take their reading books home and the individual home-school reading diaries are a further useful tool for monitoring pupils' progress in reading.

121. The findings of the last inspection identified the need to challenge higher-attaining pupils in English. The school has addressed this issue well and teachers ensure that pupils are provided with tasks that challenge them. Classes are arranged on the basis of pupils' attainment which means that teachers are able to match work very precisely to the learning needs of the pupils.
122. English is managed well and the co-ordinator has done much to develop and refine approaches to the teaching of English since her appointment. She has devised a very detailed and useful scheme of work which now needs to be further rationalised. The co-ordinator monitors standards and teaching in English regularly, through observation of teaching, detailed analysis of pupils' work and their test performance. This information is used well to identify which elements of the subject need a specific focus as well as to set pupils targets for improvement. Although there are some attractive displays of pupils' writing in classrooms and around the school, displays of pupils' work are not used enough to celebrate pupils' achievements and to promote higher standards. The school works hard to promote positive attitudes to literacy through regular book fairs, for example, and other initiatives that involve parents in supporting their children's reading. Standards in English are improving through the hard work and commitment, both of the teachers and pupils.

MATHEMATICS

123. The school has maintained the above-average standards identified at the previous inspection and the co-ordinator has worked hard to raise standards even further. The results of national tests for seven-year-olds over the years 1996 to 1999 showed a slight decline in achievement, with a marked rise in attainment in 2000 as a direct result of the introduction of the National Numeracy Strategy. In 2000, pupils in Year 2 did particularly well, achieving standards that were above the national average and better than those achieved by similar schools. Currently, at the end of the key stage, standards are above the national average.
124. Overall, pupils' progress throughout the school is good in relation to their prior attainment. This progress is accelerated in Year 2. Pupils who have special educational needs make good progress towards the targets set for them in their individual education plans. These pupils are supported well by classroom assistants and teachers and given tasks suitably matched to their ability.
125. The good progress made by pupils in mathematics is sustained by teachers' effective use of planning, both in the long-term curriculum plans within the National Numeracy Strategy and short-term lesson preparation. Work is matched well to pupils' learning needs, at an appropriately challenging level, and this allows most pupils to make good progress in lessons. Practical resources used in lessons aid pupils' understanding and their developing skills, for instance, in Year 2 where lower-attaining pupils used mathematical equipment in units, and rods of ten, to reinforce their understanding of place value. The school gives prominence to mental arithmetic and pupils' progress in this area is good. Throughout the school, pupils improve their mental recall of number facts and develop a range of strategies for working out problems in their heads. Pupils are very successful in recognising patterns and relationships in numbers. By the end of the key stage, pupils have good number concepts. They order numerals accurately to 100 and recall addition and subtraction facts to 20 and beyond. Pupils understand multiplication and division facts and are confident in their application. Younger pupils are able to read and write two-digit numbers and to count confidently in tens and in twos. Younger pupils explain, with confidence and understanding, the attributes of three-dimensional shapes and know which shapes will roll and which will not.
126. The quality of teaching is good overall. Teachers' planning is thorough and matched very well to the National Numeracy Strategy. In lessons, there is a range of tasks for pupils, that are matched well to their abilities, enabling all pupils to consolidate what they know and make good progress in acquiring new skills. Teachers use accurate terminology in their explanations at the beginning of lessons. Teachers' class management skills are strong and this ensures that pupils do not waste time and concentrate well. They use praise well to encourage the pupils to improve their work and this is effective in motivating pupils to make considerable effort and make good strides in their learning. Teachers have good mathematical knowledge. This is a

strength of the teaching of the subject, which is evident in teachers' clear explanations of the work and the good use they make of examples and practical demonstrations. Teachers give well-informed answers to pupils' questions. The quality of day-to-day assessment is good. Teachers check, using skilful questioning, whether pupils fully understand a mathematical idea before leading them to develop it further. Teachers' expectations are high, sometimes very high. They set interesting and challenging tasks that stimulate pupils and keep them motivated. The pace of lessons is generally good. There is an appropriate balance between moving the lesson on and giving pupils time to think. A particular strength, evident in all lessons, is that teachers have a thorough knowledge of how to teach the basic skills of numeracy. All teachers have successfully adapted their methods to meet the requirements of the National Numeracy Strategy. Teachers are good at asking questions that make pupils think, and in expecting them to explain their methods. Pupils consolidate their learning well and are challenged to make further progress. The overall high quality of teaching has been instrumental in promoting and maintaining the high levels of achievement seen in this subject. On the occasions where teaching is unsatisfactory, it relates to insecure subject knowledge and a subsequent lack of pace and challenge in the teaching.

127. The curriculum is well balanced and broad enough to cover all elements of mathematics through appropriate time allocations within the timetable. The subject is managed well. Planning is rigorous and monitored well by the co-ordinator. There is good subject leadership and a very strong commitment to improving the standard of pupils' attainment over time. The school has put in place clear monitoring procedures in response to the previous report. Assessment and record-keeping procedures are very good. They aid future planning and enable teachers and the co-ordinator to set realistic targets. The co-ordinator has supported her colleagues very effectively during the school's entry into the National Numeracy Strategy and the strategy is showing a marked impact on attainment. The monitoring, both of the curriculum and teaching, has contributed to the raising of standards in numeracy.

SCIENCE

128. the results of the National Curriculum teachers' assessments at the end of Key Stage 1, in 2000, indicated that standards, overall, were similar to the national average, but with the number of pupils achieving the higher levels in science well above the national average. These standards were also well above those seen in similar schools. The upward trend seen in recent years is being maintained. Inspection evidence suggests that present standards are higher than the teachers' assessments in 2000. Standards have improved since the last inspection when they were found to be in line with national averages. Pupils who have special educational needs make good progress and are supported well by staff.
129. Pupils in Year 2 show particular skill in the experimental and investigative aspects of science and have skills that are better than those usually seen at this age. Pupils retain the knowledge they have learnt and draw appropriate conclusions from their investigations. In Year 2, they are able to discuss how they can conduct a fair test and use the results in other contexts. Pupils use their mathematical skills to record their work and use block graphs to measure their results. They plan their own investigations carefully, and take part in a wide range of experiments in order to make comparisons between the different types of forces. They identify accurately how surfaces and speed vary the applied force; and have a good understanding for their age of the concept of gravity. They are encouraged to develop these skills by teachers' challenging and perceptive questioning. Teachers' questions are posed using scientific vocabulary and pupils are able to respond using the appropriate scientific words. Pupils articulate their findings clearly, offering very good explanations for these. In a Year 2 lesson about differing types of forces, pupils illustrated their answers with examples other than those they had been shown. Pupils in Year 1 were able to identify an additional force, when they were observing and working out ways that toys moved. They used the word 'magnetic' and recognised that it was a different type of force. However, they are not given sufficient opportunities to report their results in writing. Pupils with special educational needs are able to work with some independence on the tasks they have been given and draw relevant conclusions from the results. Pupils work well in mixed-ability groups where they co-operate and support each other very well.

130. Teaching is good overall. All teachers plan and prepare their lessons carefully, in line with the current scheme of work, and consider the learning needs of all pupils. They ensure that all equipment and materials necessary are readily available. This careful preparation enabled pupils in a Year 2 lesson to develop the confidence to research information, from around the school, with purpose and control. Pupils remain very attentive because teachers ensure that they arouse pupil's interest and curiosity by the lively way they introduce new work. Teachers ask interesting and challenging questions that engage the pupils' interest. The pace of lessons is good and tasks are planned carefully to build on what pupils know and can do so that all pupils make progress and learn independently. At the end of the lesson, teachers remind pupils of the lesson's aims to ensure that pupils have understood the purpose of the lesson. Pupils learn at a good pace. They maintain a high level of interest and concentration. They listen well to their teachers and each other, respond thoughtfully to questions, and have a go at offering an explanation about why and how objects move in a particular way. They are eager to experiment and search for a conclusion to their experiment; they co-operate well and work hard to improve their tests. There are good links with speaking and listening in both Years 1 and 2, but pupils do not report their results by using their writing skills sufficiently. There are limited opportunities to use computers in science lessons.
131. The science curriculum has improved since the last inspection and is sufficiently detailed to meet all statutory requirements. The science co-ordinator manages the subject well and has, since the last inspection, produced a very good policy and comprehensive scheme of work. The planned curriculum ensures that all aspects of science are covered, and that there are good opportunities, throughout the school, for practical and investigative work. These are reviewed regularly in order that they may be improved and refined. The co-ordinator shares her expertise and supports staff well by assisting in planning lessons, and monitoring teaching in some science lessons. Pupils are assessed informally during lessons. Each module of work is assessed on a half term basis and the results recorded and analysed to measure each pupil's attainment and progress.
132. The school has invested in resources for the subject and these are now good. The resources are well organised and catalogued and easily available so that pupils can access the opportunities for practical and investigative tasks which is a very good feature of the subject. The school has made good progress, since the last inspection, in meeting the needs of all pupils.

ART AND DESIGN

133. Pupils' standards in art show that the subject is a strength of the school. Standards are above those reached by most seven-year-olds and this is an improvement since the last inspection. This is because of the influence and leadership of the art co-ordinator, who advises teachers about the development of techniques and skills, and the use of tools and materials. Teachers, thus, feel confident in what they plan and teach. As a result of good teaching, pupils bring great enthusiasm and pride to their work. They gain confidence in experimenting and are especially good at drawing and painting.
134. Teachers give pupils a wide range of experiences to develop their knowledge and skills in art. They introduce pupils to paint, pastel, pencil, felt pens, collage and printing. Teachers use the works, both of world-renowned artists, such as Turner, and lesser-known artists such as Richard Long, to inspire pupils to work in a similar style. These experiences enable pupils to produce work of an exemplary standard by the time they are seven, for example, through producing pastel drawings and watercolour work of sunsets after the style of Turner. A good feature of the teaching is the way that pupils are encouraged to explore and develop their own ideas and say what they think about the art of others. Teachers make good use of display in art throughout the school to raise pupils' sights of what can be achieved.
135. In art lessons, teachers give confident demonstrations of the techniques and skills they want pupils to acquire. They provide challenging activities and take care to explain to pupils how to produce particular effects. Thus, for instance, pupils in Year 2 created carefully observed and executed high quality drawings of still life objects using a variety of media to show light and

shade. Younger pupils were delighted to use real mud to press their handprints on to paper after the style of Richard Long and they all thoroughly enjoyed experimenting with paint and mark-making with fingers, hands and feet.

136. In their study of the work of famous artists, for example, pupils in Year 2 have examined the work of Turner and devised original images of their own that recreate the desired effect both in paint and using information and communication technology. Pupils benefited from the teacher's encouragement and from examining the techniques used in Turner's work. They were further motivated by the teacher's demonstration of ways in which they might begin, for example using blue paper as the background colour for a seascape. Good support was offered to individuals to improve their technique, and pupils were encouraged to appraise each other's work and to improve their own work accordingly. Pupils with special educational needs were very well catered for in this lesson and their work was included in appraisal along with that of their classmates. All pupils were very pleased to do this and showed high regard for the each other's work.
137. Standards exceed expectations because the teaching of art is very good, and teachers demonstrate very good subject knowledge from which the pupils benefit. All staff implements the scheme of work, which has been re-organised by the co-ordinator to demonstrate a very clear progression of skills, very successfully. This enables pupils to build further on the techniques they acquire. Lessons are appropriately resourced, but assessment opportunities are not yet fully identified, although comprehensive portfolios of work are being developed, with pieces of work assessed at the end of each unit. The pace of pupils' learning is good. Pupils enjoy art, they achieve high standards because of the careful teaching of art skills, and their own interest and involvement in their work. Pupils listen carefully and concentrate for a reasonable time. They answer questions appropriately, and settle well to the tasks set.
138. Pupils have had no opportunity to visit local galleries recently, nor have they been able to experience working alongside a visiting artist. Resources have, very recently, been refurbished and centralised in order that adequate supplies of materials may be made readily accessible to teachers. Art has become a high profile subject in the school due to strong leadership and very good management. This puts the school in a good position to raise standards even higher in the future.

DESIGN AND TECHNOLOGY

139. Standards at the end of the key stage are above expectations. Pupils make good progress through the school. This is a good improvement since the last inspection when standards were low.
140. Pupils in Year 1 are aware of how to make models using building blocks and other play materials and are making good progress. They develop good skills in cutting a variety of materials and understand how to can join materials together using glues and pastes. They begin to understand that rolled up paper can make a structure. In a discussion with the teacher, they describe the ideal playground and make a simple plan to place their favourite playground apparatus. In a recent project they made various models of the equipment and, using the skills they have learnt, assembled a large model of the ideal playground achieving a good standard for their age.
141. In Year 2, pupils carefully produce their own designs for Joseph's coloured coat. They explore a wide range of textiles, improving their cutting skills and developing new joining skills, using sewing techniques. They annotate the design and indicate the material and techniques they will use. The teacher poses interesting challenges and encourages pupils to make a template and then a pattern to assemble the garment. The variety and standard of the finished garments is excellent.
- The quality of teaching in design and technology is good, and on one occasion, very good. Planning is very detailed and appropriate tasks are set. In Year 1, for example, pupils were encouraged to explore sounds and materials before they began designing a musical instrument. The teacher had prepared the lesson in detail enabling all pupils, including those with special

educational needs, to consider and experiment with various seeds and different containers. In the discussion, she carefully posed questions that helped pupils to consider the shape, the material and type of instrument they could make, and how it would be part of the carnival band next term. The pupils were enthusiastic, worked hard and quietly in groups, solving the problems and encouraging new ideas. They handled simple tools carefully and correctly. The skilful interventions by the teacher ensured a good pace to the lesson. The constant use of assessment after each lesson assists the planning of the next stage that is appropriate for the individual pupil. Good teaching promotes a brisk pace of learning and pupils respond quickly and enthusiastically to assertive questions quickly, they listen carefully to each other and make constructive suggestions about the task in hand.

142. In a successful lesson in Year 2 pupils considered how to make a bridge. The explicit introduction to the lesson enabled pupils to consider ways of making the bridge sufficiently strong enough to carry the three model Billy goats over the stream. They used appropriate language learnt in their numeracy and science lessons and correctly defined ways of strengthening the structure.
143. Teachers integrate design and technology with other subjects effectively, for example, in music, science and literacy. The specialist knowledge, which the co-ordinator has shared with her colleagues, has impacted on teaching and raised standards of pupils' attainment. There is a very clear policy and detailed scheme of work. Teachers are encouraged to share their expertise and, in Year 2, pupils are taught design and technology, and science, by the respective subject co-ordinators.
144. The co-ordinator is very committed and enthusiastic about the subject. She manages the subject well. She encourages others to improve their own skills through monitoring all teachers planning for the term. The resources for the subject are good, very well organised and accessible. There is a wide range of textures and materials and all pupils have an opportunity to experience cooking and understand the basic rules of food hygiene. The co-ordinator has a food hygiene certificate and ensures that conditions are correct for pupils to handle food appropriately.

GEOGRAPHY

145. All pupils, including those with special educational needs, achieve standards in geography that are in line with expectations. These standards are similar to those seen at the time of the last inspection. Pupils learn at a pace that is at least satisfactory, and sometimes good.
146. Younger pupils enjoy learning about their immediate environment. They have a reasonable range of knowledge for their age, know their address and local street name, and have made simple sketch maps of their locality. Younger pupils have undertaken traffic surveys in the area, satisfactorily identifying the reasons why it is difficult to park near the school and made good attempts to find solutions to the problem. They record their findings clearly. Older pupils have learnt about life on a Scottish island. They recognise the principle natural and man-made features on the island. They make sensible comparisons between life on a remote island and life in the village of Kilburn. This topic has been used well to develop pupils' skills in map reading and older pupils are confident in their reading of a simple map of the British Isles, being able to identify principle cities and coastline correctly. During a lesson about holidays at the seaside, the capabilities of higher-attaining pupils in Year 2 were extended. They were required to plot routes to popular seaside towns from Kilburn using a road map. They were able to do this successfully, with some support, and to discuss the merits of various routes that were suggested. Throughout the school, pupils follow the travels of Barnaby Bear with interest. Reports and photographs of his adventures and journeys help pupils to acquire a realistic idea of lives and climates of far away places.
147. Taking account of the quality of pupils' work, discussions with pupils, the scrutiny of teachers' planning, and the one geography lesson observed during the inspection, it is evident that the teaching of geography, in both Years 1 and 2, is good. In the lesson observed, the teacher's good subject knowledge, and careful preparation, enabled all pupils to participate and make

gains in their learning. A particular feature of the lesson was the partnering of higher- and lower-attaining pupils when undertaking a whole-class map reading exercise. This ensured all pupils were involved in the lesson and were sufficiently confident to ask questions related to the map. They were then able to discuss the idea central to the lesson, that tourism is an industry and seaside towns need to use various strategies to attract holiday makers.

148. Geography is well represented in interesting displays in classroom and around the school, for example, through an inviting and informative display in the entrance hall about Barnaby Bear's exploits in Africa. These displays do much to celebrate pupils' achievements and to stimulate further investigation.
149. The subject co-ordinator has responded well to the findings of the previous inspection and manages the subject well. The school's curriculum has been revised and a new scheme of work and assessment activities are currently being tried out. Their effectiveness is to be reviewed later in the school year, after which adjustments will be made if necessary. The co-ordinator has opportunities to monitor teaching and pupils' work. The locality is used imaginatively in the teaching of geography. However, there are no opportunities for pupils to visit places of geographical interest further a field in the region. The school welcomes visitors into school to talk about their experiences of far away places. Pupils practise their literacy skills in geography lessons, for example, by writing about their solutions for parking problems in the vicinity of the school. This approach of enabling pupils to write independently needs to be extended further. There is a little use of information and communication technology, but it is not a regular feature in the teaching of the subject. There is a satisfactory level of resources for geography.

HISTORY

150. It was not possible to observe any history lessons during the course of the inspection. Judgements are based on discussions with pupils, looking at their work, and the limited displays of pupils' work around the school. The last inspection report indicated that pupils' attainment was below expectations and their progress was unsatisfactory. Standards have now improved. Pupils make satisfactory progress and standards are now in line with expectations.
151. The pupils make simple distinctions between their own lives and past times. They have an awareness of how Kilburn has changed in the last 50 years and can distinguish between various types of houses around the school and who might have lived there. They are not completely confident about events that have happened in this century and do not recognise famous people who have made some contribution to the history of Great Britain. However, they could place Queen Elizabeth I, Samuel Pepys, Queen Victoria and Queen Elizabeth II in the correct chronological order.
152. Pupils are given insufficient opportunities to explore artefacts or discuss the history of the neighbourhood. This means that they are not developing the ability to interpret the effect of the past on today. Too often, pupils are given a picture to colour or complete simple sentences on a prepared worksheet and these activities do little to promote their understanding of past times. They do not use reference books to help them with their work, but rely instead on what they have been told in the lesson. Pupils are insufficiently challenged to research simple information from other sources, for example, by using the library or the computer. Pupils enjoy discussing the famous people they have found out about. In Year 2, they recognise, and interpret from Samuel Pepys' diary, the devastating effect of the great fire of London and know that the benefit of the fire was that it wiped out the great plague. They have some understanding of the importance of recording important events in their own lives and how the information could be used by succeeding generations.
153. The management of the subject is satisfactory. The school continues to develop a policy and scheme based on national guidelines and these are being introduced throughout the school. However, the subject guidelines for the staff are not yet sufficiently detailed and there are limited opportunities to monitor the teaching of the subject. Pupils are assessed annually, based on the knowledge they have retained at the end of the year. The resources for the teaching of history

are unsatisfactory and do not include sufficient materials for pupils to interpret the past, handle artefacts or research information.

INFORMATION AND COMMUNICATION TECHNOLOGY

154. Standards have improved since the previous inspection, but are still below those expected for seven-year-olds. Since the last inspection, the school has made improvements in the hardware and software available, and has recently begun to teach the skills needed for the subject with more consistency. The school's provision, however, is still unsatisfactory, as there are insufficient computers to meet the needs of the pupils. There is inadequate use of information and communication technology as a tool for learning in other subjects of the curriculum. All pupils, including those with special educational needs, are currently making good progress in lessons where they do have access to computers but, as this access is strictly limited, pupils' progress overall is unsatisfactory.
155. In Year 2, most pupils can use the 'enter' and 'return' keys on computer keyboards with confidence. Some can print a hard copy of their work but there is a variation in pupils' knowledge and skills, depending upon their experience at home. They use the graphics program 'Dazzle' to draw attractive pictures, selecting colour and using brush and pen tools from the toolbar. By the time they are seven, many pupils log on and off the computer, unaided and correctly, and most are able to load from menu without support. Pupils have good control of a computer mouse. They enter information by using the keyboard, but their keyboard skills are poor, and very few children can locate the letters easily or know how to type capital letters. Pupils have limited experience of computer control, and most pupils are unable to organise their work on the screen without support. Their competence in using information and communication technology in other subjects is a weakness although a very good lesson was seen where pupils used information and communication technology in art. Word processing only offers a very limited support for literacy and very little use of computers was seen to support other learning in classrooms.
156. The quality of teaching has improved since the last inspection, and is now good. Lessons are planned carefully, with clear learning objectives, and the staff show confidence and increased expertise in the subject. Learning is moved on well by good questioning by teachers to assess and consolidate pupils' progress. The good management and control of pupils minimises distractions and focuses pupils' attention on the lesson task. For example, in a Year 2 lesson, the teacher set clear targets for learning and reviewed pupils' previous knowledge, making sure all understood the technical vocabulary and the meanings of the icons to operate the 'Dazzle' program. Consequently, they were able to achieve high levels at this particular task. When new skills are taught to the whole class, for example, in the use of a web site to access information, pupils make appropriate gains in understanding.
157. Pupils enjoy the subject and are keen to work on computers. They listen well to instructions and work with good concentration. Their behaviour is very good, showing respect for equipment and for each other. They co-operate well, and work happily in pairs or individually. Some teachers keep a good record of pupils' 'hands on' computer work but records of pupils' levels of achievement are less good. Systematic and consistent whole-school assessment systems have yet to be introduced. There is a policy in place. A nationally recommended whole-school scheme of work has been recently introduced. Currently, there are no systems in place to assess the quality of pupils' skills and experience. However, the school has detailed plans to put systems into place in the near future.
158. It is difficult for the school to establish a regular routine of information and communication technology work with the pupils because there have been persistent problems with the reliability of crucial hardware and software since its installation in January. Only approximately one third of the pupils have access to computers at home which helps develop their skills, and the unreliability of access in school is impacting strongly on the amount of progress pupils make.

MUSIC

159. Standards in music seen in the school were similar to those found at the previous inspection. All pupils, including those with special educational needs, achieve standards similar to those in other schools. Pupils enjoy making music and make good progress in this subject.
160. Pupils know that good posture is an important feature of good singing. They look forward to their music lessons and sing with great enthusiasm for instance, in a hymn practice, pupils practised singing loudly and softly and they learned new tunes quickly. Pupils in Year 1 use percussion instruments, and their own bodies, to copy elementary musical notation written to the syllables of their own names and those of puppets. They repeat the rhythm well, and pupils of all abilities are able to achieve through the very good support and appropriate expectations of the teacher.
161. Although only one lesson was seen during the inspection, additional evidence was taken from discussions with teachers and pupils, scrutiny of teachers' planning and observation of music making during assemblies. The quality of teaching and learning throughout the school is good. In all music sessions teachers have high expectations of the pupils' capabilities. They insist that pupils have an upright posture when singing and demonstrate how pupils can vary the volume and tone of their voices. Their confidence instils confidence in the pupils and enables them to make good strides in their learning. In the lesson observed, the teacher had planned activities that increased in difficulty as the lesson progressed and involved all the class. Thus, all pupils were able to participate and make good progress in composing and performing simple rhythms. Pupils took turns to 'conduct' the performance of their classmates who clapped the rhythms, varied the level of volume, and followed simple musical notation.
162. The very recently appointed co-ordinator offers a good level of informal support to class teachers and manages the subject well. There are detailed plans to introduce a continuous scheme of work throughout the school, ensuring a balanced coverage of all elements of the music curriculum. Although, currently, teachers provide pupils with an enjoyable range of worthwhile activities, they are restricted in the long-term development of musical skills and knowledge by the very short-term scheme that is currently in operation. The co-ordinator has clear plans to introduce a range of more unusual instruments from non-European cultures to supplement an adequate selection of more familiar tuned and untuned instruments. There are further plans to organise visits from groups of musicians in order that pupils may have first hand experience of 'live' music. Information and communication technology does not make a strong contribution towards pupils' learning. The co-ordinator checks progress and coverage of topics, however, there is no monitoring of class music teaching, or an overview of the standards achieved. Over the last two terms, huge improvements have been made, staff have confidence in the subject and enjoy music making with the pupils.

PHYSICAL EDUCATION

163. Pupils enjoy their physical education lessons and the majority of pupils, including those with special educational needs, make good progress to reach the expected standard by the time they are seven. The lessons observed during the inspection were either dance or gymnastics lessons. It was not possible to observe any games lessons during the inspection. Pupils have an opportunity to develop their games skills at lunch time when they are encouraged to practice skipping, improve their ball skills and play simple skill games. Standards are similar to those seen at the last inspection.
164. In gymnastics, pupils understand the need to warm up and wind down, before and after the lesson, and they are able to conduct these routines positively and without any embarrassment. The pupils are confident in gymnastics lessons, their movements are well controlled, and they devise routines that link a number of these into a simple sequence. They make good use of space in the hall and their co-operation and consideration for each other is very good. They behave extremely well and listen carefully to the clear instructions the teacher gives them. They are aware of the need for safety and care when using the apparatus and the importance of jumping and landing safely. All pupils, including those with special educational needs, make

good progress during lessons. Some pupils are able to develop and refine their previous learning and perform quite complicated routines. They benefit from the teachers' effective use of questioning and demonstrations by other pupils. Pupils are taught to evaluate their own performance and offer suggestions on how they can support other pupils.

165. In dance, pupils enjoy the steps and routines, which are part of the audio lesson. They listen well and make a positive attempt to carry out the instructions. They work well with partners and can perform English country dance routines correctly, remembering some complex steps which are part of the dance.
166. Overall, teaching is satisfactory and, occasionally, very good. Teachers are well organised and have clear objectives for lessons, which are shared with the pupils. Teachers make good use of questioning to ensure that pupils know what they have to do. The use of these strategies means that pupils understand what is required of them and concentrate well on the task in hand. The use of audio lessons limits the interaction between the teacher and the pupils in some lessons but teachers give pupils appropriate assistance, they demonstrate techniques and ensure lessons to proceed briskly. Consequently, pupils learn at a good pace and the level of their skills improves noticeably as the lesson progresses. Teachers and pupils dress appropriately changing footwear or completing activities in bare feet. Pupils manage their own changing routines very well and without any fuss. They organise their kit, make sure their school clothes are stored tidily, and maximise the use of the available physical education time.
167. The school is following an established scheme for physical education, and has given a generous allocation of time, which is divided into three short sessions. This is not an effective use of the time as the subject impacts on the flow of other lessons. There is no co-ordinator in post at present but the policy and scheme are to be reviewed when a co-ordinator is appointed. The resources for the subject are adequate.

RELIGIOUS EDUCATION

168. By the end of Key Stage 1 all pupils, including pupils who have special educational needs, are attaining standards that are in line with those outlined in the locally agreed syllabus. Throughout the key stage, pupils enjoy this subject, work hard and make gains in their learning that are sound.
169. As pupils progress through Key Stage 1, they acquire an increasing facility to reflect on significant themes. In both Years 1 and 2, discussion of themes such as, 'What is meant by special?' in Year 1, and 'Temptation' in Year 2, form a regular part of religious education and some personal and social education sessions. Teachers are skilful at establishing a suitably reflective and calm atmosphere in religious education. It is evident to the pupils that their teachers value the ideas that pupils have to offer. This approach engenders confidence in pupils to express their own ideas and beliefs and to listen to others views well. By the end of the key stage, pupils have a secure knowledge for their age of the principle events in the life of Jesus, they understand that much of his teaching was in the form of stories. The older pupils at Key Stage 1 have a sound understanding for their age of important aspects of Christianity and Judaism. They are beginning to appreciate that ceremony is present in religious faith. The younger pupils know that the ceremony of baptism is a naming ceremony of welcome to the Christian family. Older pupils understand that some religions, such as Judaism, have dietary rules that are linked to their beliefs and that members of different faiths all have holy books, such as the Bible and the Torah, and special places of worships. Pupils make links between their own experiences and what religions have to say about these experiences. For instance, in Year 2, pupils discussed what was meant by temptation. They learnt about the temptations of Jesus in the wilderness and considered how they could resist temptation themselves.
170. The teaching of religious education is good overall. Lessons are planned carefully, taking account of the learning needs of pupils of all abilities. An important feature of the good teaching is that this careful planning is realised effectively. Teachers give pupils time to reflect on quite difficult ideas; they provide interesting resources that are well chosen to reinforce the lesson's intention. In Year 1, for instance, pupils benefited from examining a range of artefacts of

Christian or Jewish origin, such as an icon and a Seder plate. This activity enabled them to understand how both faiths have special artefacts that are integral to their traditions and beliefs. Because the teacher had given pupils good opportunities to discuss the idea of what is special in relation to their own experience, she was then able to focus specifically on religious artefacts. The pupils handled the artefacts sensibly, appreciated the point that was being made and their comments showed that they had good recall of earlier lessons about Christian worship and the story of the Passover. In very good lesson seen in Year 2, the teacher illustrated the meaning of temptation by tempting the pupils to some sweets, this was put over so successfully that all pupils immediately grasped this concept through experiencing it! The pupils listened intently to the story of Jesus in the wilderness and were able to discuss, at some length, why the temptations would have been difficult for Jesus to resist. Although teachers sometimes give pupils opportunities for writing in religious education, these are insufficient and the older pupils, in particular, could make more use of the writing skills they are acquiring in literacy lesson, in religious education.

171. There have been some improvements in provision since the last inspection. The school's resources now support the teaching of several major world faiths.
172. The co-ordinator has good subject expertise and is managing the subject well. She is, currently, rewriting the school's scheme of work to ensure that it implements the locally agreed syllabus fully and gives teachers sufficiently detailed information effectively. She plans to review the success of this pilot scheme at the end of the school year. Teachers make their own assessments on pupils' progress within lessons. However, it is unsatisfactory that there are no agreed arrangements for assessing pupils' progress in religious education. Teachers make good use of artefacts and posters and the teaching of aspects of the Christian faith is well supported by visits to the local church and visits from the local church community worker. There are, at present, no similar arrangements for visits or visitors of representatives of other major faiths that the pupils study. There was no evidence of the use of information and communication technology during the inspection. Religious education makes a good contribution to pupils' personal development by increasing spiritual and cultural awareness. Assemblies are used well to enhance religious education themes and there are useful links between aspects of the religious education programmes of study and personal and social education.