

INSPECTION REPORT

BOUGHTON LEIGH INFANT SCHOOL

Rugby, Warwickshire

LEA area: Warwickshire

Unique reference number: 125603

Headteacher: Mrs Gwyneth Evans

Reporting inspector: Miss Jane Porter
8915

Dates of inspection: 15 – 19 October 2001

Inspection number: 216977

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Wetherell Way Brownsover Rugby Warwickshire
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mrs Julie Enticott
Date of previous inspection:	27 September 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8915	Jane Porter	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements.</p> <p>How well are pupils taught?</p> <p>What should the school do to improve further?</p>
12277	Kingsley Halden	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
18346	Rod Bristow	Team inspector	Science Geography History Special Educational Needs	<p>How good are the curricular and other opportunities offered to pupils?</p> <p>How well is the school led and managed?</p>
22823	Joy Hill	Team inspector	Information and communication technology Religious education Foundation stage	
31184	Carole Rowley	Team inspector	English Art and design Design and technology Music Physical education Equal Opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boughton Leigh Infant School is a larger than average infant school situated on one site in the semi-rural and developing area of Brownsover to the north of Rugby. Currently, 232 pupils both boys and girls between the age of three and seven years attend the school. Numbers have reduced in recent years. Children's average attainment as they enter the Reception Year is generally below that found nationally. The number of pupils on the school's register for special educational needs is above the national average, but the percentage of pupils with statements of special educational needs is broadly in line with that found nationally. The number of pupils eligible for free school meals is above the national average. Almost all pupils come from a white British background and all but five speak English as their first language.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils are very happy and enjoy the work they do. Teachers are committed to raising standards. Its strong ethos for learning, high expectations of pupils and commitment to improvement are evident in the good quality of teaching. Pupils make good progress in Key Stage 1 and achieve standards that are broadly in line with national averages for seven year olds. The headteacher and the senior management team lead and manage the school efficiently and effectively. The team ethos of the staff is a major positive factor contributing to the school's improvement. The school provides good value for money.

What the school does well

- Standards have improved and are at least typical of what is expected of pupils aged seven.
- The headteacher provides effective leadership and management giving a purposeful direction to the school.
- High expectations, coupled with a commitment to improve, are shared by all teachers, support staff and governors ably led by the senior management team.
- The teaching is of good quality, makes a major contribution to the good progress pupils make and standards they achieve.
- Pupils' very good attitudes to learning, their very good relationships with each other and the staff and their consistently very good behaviour are significant factors in the progress they make.
- The promotion of a strong ethos for learning and the very good care of pupils is powerful in raising pupils' self esteem and motivating them to do their best at all times. Moral, social and cultural development is a strength of the school.

What could be improved

- Further improve the standards in English, mathematics and science.
- The role of the subject co-ordinators in contributing to raising standards in their own subjects. The opportunity for pupils to research and develop their own ideas and work independently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in September 1999 the school has made significant improvement in all areas identified as being in need of improvement. Regular monitoring and evaluation of teaching, followed by action where necessary, has been successful in developing consistent teaching styles and raising expectations of what pupils can achieve. All staff now work together as a team. Standards in 2001 have improved in English, mathematics, science, information and communication technology and religious education; they are now in line with standards found nationally. Detailed analysis and monitoring of the school's performance has resulted in targets for improvement being set and exceeded at both school and individual level. The production of a detailed curriculum plan, clear termly and weekly planning, which identify learning objectives, has contributed to increased consistency and improved the rate of pupils' progress. The Foundation Stage curriculum is now based effectively on national recommendations. Support staff are usually used appropriately to aid pupils in becoming independent learners, however, further development is required to use their time effectively at the beginning of lessons. Pupils have made good and sometimes very good progress through the Foundation Stage and Key Stage 1. This is a significant improvement since the last inspection.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	E	E	E	D	well above average A above average B average C below average D well below average E
Writing	E	E	E	D	
Mathematics	E	E	E	D	

The overall attainment of pupils entering the Nursery is well below and on entry to Reception is generally below that found nationally. Many pupils' language skills are low. In the Foundation Stage pupils make good progress, overall. Evidence obtained from the 2000 assessments for seven-year-olds indicates that the pupils' standards in English, mathematics and science were well below the national average. The confirmed 2001 results show that in all subjects the results have improved significantly. All subjects are now broadly in line with standards found nationally. Results in writing are just one percentage point below the national figures. Boys and girls attain similar standards and pupils with special educational needs make good progress. Evidence gathered supports the view that by the age of seven most pupils are attaining standards that are broadly in line with those found nationally for the age group. The governors set non-statutory targets, which are challenging and the evidence indicates that the

outcomes are higher than the targets that were set. The governors have reviewed the subsequent school's targets for 2002 and progress towards them. They have used their detailed knowledge of pupils' progress to revise these targets upwards. The school now plans to build on these improvements and to raise standards further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and they are enthusiastic learners.
Behaviour, in and out of classrooms	In lessons and around the school pupils behave very well. They are courteous, friendly and very well mannered.
Personal development and relationships	Relationships are very good. Pupils work together very well and are sensitive to each other's needs. They are not always given sufficient planned opportunities to become independent learners.
Attendance	Attendance is satisfactory; overall the school does its best to improve the rate of attendance. The school's procedure for late pupils lacks precision.

Pupils' attitudes, behaviour and personal development are a major strength of the school, and they make a significant contribution to their progress and the standards that they achieve. Planned opportunities for pupils to become independent learners are limited at Key Stage 1.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Overall, the teaching observed during the inspection was of a good standard. This is an improvement from the last inspection. The inspectors visited the school over five days and observed fifty-four lessons or part lessons, amounting to just over thirty-four hours of teaching. No unsatisfactory teaching was observed during the inspection. Some very good teaching was observed in both the Foundation Stage and Key Stage 1. The positive impact of this very good and good teaching is supported by the presence of a well-defined whole school curriculum map and good detailed schemes of work for all subjects.

Where teaching was at its best the lessons were well planned, teachers had high expectations of their pupils and managed their behaviour very well. Staff have good subject knowledge and generally teach basic skills well. They used good questioning techniques and support staff were used very effectively to aid pupils in their learning. In lessons where teaching was judged to be satisfactory, there were a few common weaknesses. Teachers did not always share

learning objectives with sufficient clarity and ensure that planned opportunities matched the learning purposes. The pitch and pace of a few lessons were slow and consequently pupils did not always make the progress they should. Occasionally, teachers failed to create sufficient opportunities for support staff to be involved in the introductory part of lessons. More planned opportunities for all pupils to take more responsibility for their learning by encouraging exploration and investigation is required. Overall, very good teaching was observed in lessons, which included the development of literacy and numeracy skills. In the other lessons observed, the teaching ranged from satisfactory to excellent. As pupils move through the school they make good progress overall, acquiring good skills, knowledge and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good and has improved since the last inspection. Extra-curricular activities, visits, visitors and clubs significantly enhance the quality of the curriculum.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good, enabling pupils to make good progress. Activities are designed to challenge them, but they are well supported both during their work in class and when they are withdrawn to work in small groups.
Provision for pupils with English as an additional language	The school makes good provision for the small number of pupils for whom English is an additional language ensuring that they are fully integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is very good. Provision for moral, social and cultural education is very good. The school makes good provision for pupils' spiritual development
How well the school cares for its pupils	The school gives high priority to pupils' welfare and maintains very good procedures and practices in relation to child protection and health and safety issues. Pupils feel safe and secure. Teachers know their pupils very well and use their assessments of pupils' abilities effectively to provide good individual support and challenge.

Curriculum provision is good. The Foundation Stage curriculum is very well matched to the national requirements for pupils of this age. The Key Stage 1 curriculum is broad and balanced covering all aspects of the National Curriculum. The school provides well for pupils with special educational needs and for those for whom English is an additional language. Overall provision for personal development is very good. Marking needs to be developed in core and foundation subjects in order for pupils to recognise where they need to improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	The overall leadership and management of the school is good. The headteacher has a clear vision for the school and is being rigorous in implementing it. The governors and all staff share this vision. The senior management team has become increasingly involved in contributing to the raising of standards. The headteacher promotes a strong and positive ethos and the personal and academic development of pupils is accorded high priority. Currently the management roles of subject co-ordinators are at an early stage of development and many are new into post. Monitoring of subjects by the co-ordinators and budgeting need further development.
How well the governors fulfil their responsibilities	The work of the school governors is good; they are totally supportive of the school. They have a sensible committee structure and carry out their duties effectively. The governors have a clear awareness of the school's achievement and areas for improvement. This enables them to fulfil their statutory responsibilities well and support the school effectively in improving provision and raising standards.
The school's evaluation of its performance	The headteacher and governors have responded effectively to the priorities identified in the last inspection. Clear and effective procedures now exist to monitor teaching and learning, identify priorities for development, set targets for improvement and to evaluate the success of their actions. The senior management team regularly carries out monitoring. Detailed analysis of assessment results and national information leads to the setting of challenging but realistic individual and whole-school targets. This approach has been used to good effect to raise standards in English, mathematics and science.
The strategic use of resources	Pupils benefit from additional support staff and the good use made of their skills. This represents the very effective use of additional funding, including that available to support pupils with special educational needs. Very good quality classroom resources are used effectively to support pupils' learning in all subjects of the curriculum. Computers are used effectively to support learning. The use of the library to support the development of research skills is underdeveloped.

The school is well led and managed by the headteacher and senior management team. The subject co-ordinators' roles require further development. The staff are very hard working and provide the headteacher with valuable support. The partnership between the governing body and the headteacher and staff is a significant, positive force supporting the school's drive to secure improvement and raise standards. The school employs the principles of best value to

good effect. The management team identify the needs of the pupils, and target their resources effectively to raise standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress of pupils. • The high standards of behaviour. • The good quality of teaching. • Teachers are very approachable and always make time for parents. • The school's help to enable pupils to mature. • Their children like school. • The school expects pupils to work hard and achieve their best. 	<ul style="list-style-type: none"> • A few parents felt that the school could work more closely with them and provide more information about how their children are getting on.

The parents returned twenty-nine questionnaires and four parents attended the meeting with the registered inspector. The evidence gathered during the inspection supported the positive view identified by parents. A small number of parents added written comments. A few were unable to comment on all aspects of the questionnaire as their children had only been in school a few weeks. The inspection team was satisfied that the school was endeavouring to work closely with parents and provide satisfactory information in both written reports and through parental discussions about pupil's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

The 2000 statutory assessments for seven-year-olds indicate that the pupils' standards in English, mathematics and science were well below the national average. Children enter the Nursery with standards of attainment that are low compared with those found nationally. The 2001 statutory assessments results show that in all subjects the results have improved significantly and are now in line with those found nationally. Evidence gathered during the inspection supports the view that by the age of seven most pupils are now attaining standards that are broadly in-line with those found nationally for the age group. Pupils have made good and sometimes very good progress through the Foundation Stage and Key Stage 1. These improvements are a significant improvement since the last inspection.

1. The national arrangement for assessing pupils' attainment is based on eight levels. The average expected for seven-year-olds is Level 2 of the scale; higher attaining pupils should reach Level 3. As well as comparing the school's results with the national average it is possible to make comparisons with schools which are similar, that is, schools which have a similar proportion of pupils entitled to free school meals. When the school's results for the 2000 statutory test for seven-year-olds are compared with similar schools the results for reading and writing show that the percentage of pupils attaining the expected standard for seven-year-olds (Level 2) was just below the average. The percentage of pupils attaining the higher levels (Level 3) was well below for reading and just below for writing. In mathematics, the percentage of pupils who attained the expected level was well below the average. However, the percentage that attained at the higher level was close to the average.
2. There are no national tests for science at age seven. Class teachers make an assessment of pupils' attainment at the end of Year 2. The 2000 assessments indicate that the percentage of pupils attaining the expected level was well below the national average. The percentage attaining the higher level was close to the national picture. When compared with similar schools, the school's results show that the percentage of pupils attaining at the expected level was below the national average compared with results for this group of schools. However, pupils reaching the higher level, Level 3 were above similar schools.
3. The results for the 2001 tests for seven-year-olds indicate a significant improvement in the school's performance during the year. At the age of seven there has been a considerable increase in the percentage of pupils attaining the nationally expected Level 2. The standards overall are now broadly in line with national averages in English, mathematics and science for the first time since the last inspection. However, the writing element of English is just below by 1% point. The 2001 comparison with similar schools shows that reading is now well above the expected standard and writing is just above the average.

4. When the performance of boys and girls in the 2000 national assessments for seven-year-olds is compared, the girl's results were higher than those of boys in all three subjects. The school has examined the data carefully and has made adjustments to the curriculum and support offered in order to secure the improvement of boys' performance. The 2001 results show significant improvement in boys' attainment bringing it broadly in line with that of girls.
5. Because the inspection took place in the first half term of the year, there was only limited written evidence in the pupils' books. In order to assist the inspection team make judgements about standards being attained by pupils, the school had retained samples of work from the previous school year. This work plus the work from this school year, was scrutinised and used to make overall judgements about the standards being attained by pupils.
6. Examination of the work from last year's Year 2 in English, mathematics and science indicates that pupils are attaining broadly in line with nationally expected standard by the end of the school year. This represents a significant improvement since the previous inspection.
7. From the limited amount of work in the present Year 2 pupils' books for English mathematics and science, indications are that the majority of pupils should attain the nationally expected standard Level 2 by the end of the year if the current rate of progress is maintained. However, work in Year 2 does not include sufficient evidence that pupils are provided with enough opportunities to develop research skills. For example, there is little work that has been produced as a result of pupils undertaking their own research using, for example library books. Discussion with a small group of pupils supported this judgement.
8. The standard of presentation of work in the books and on paper is good. Work in the books of the highest attaining Year 2 pupils is of good quality.
9. Over the last two years the school has undertaken a very detailed analysis of its test results. This information is being effectively used as a basis for making predictions about the school's future results. The information is being used effectively by all staff to set targets for individual pupils. All staff share the targets with the pupils and parents and there are regular reviews to check on progress. This initiative has had a significant impact on raising attainment with parents, pupils and teachers working together to facilitate pupils achieving their full potential.
10. Standards in all subjects are now broadly in line with those expected nationally. The standards pupils achieve in art and design and geography are above those expected for pupils of this age. The attainment of pupils in religious education meets the requirements of the locally agreed syllabus.
11. The governors set non-statutory targets for the percentage of pupils who should attain the nationally expected level for seven-year-olds, in the national assessments for 2001. The targets were challenging and the evidence available at the time of the inspection indicates that the outcomes were higher than the targets that were set. The governors have reviewed the subsequent school targets for 2002 and their progress towards them.

They have used their detailed knowledge of individual pupils' progress to revise these targets upwards.

12. In reading, the majority of pupils make good progress. Standards are generally in line with those typically expected for pupils age seven. However, writing standards are just below the expected standard. Pupils have made good progress from being well below the expected level of attainment when they enter the school. A small number of higher attaining pupils are generally working at a level above that expected for seven-year-olds; they too have made good progress. Progress in mathematics and science shows a similar picture.
13. When children enter the school they have limited language skills and only are at an early stage of reading. Standards are well below those typically found for the age group. As pupils move through Key Stage 1 they make good progress in reading, so by the time they reach the age of seven standards are generally in line with those expected nationally. A growing number of higher attaining pupils have reached higher standards.
14. In number work (number skills) pupils generally make good progress. Many children join the school with limited knowledge of numbers. By the age of seven pupils are able to count objects accurately, order numbers to a hundred and solve simple addition and subtraction problems. They can name common two-dimensional and three-dimensional shapes, gather information and record it in simple lists and tables.
15. The staff make very good use of the national guidance for teaching reading, writing and number work. The systematic use of these schemes is having a positive impact on the pupils' standards of attainment. Progress in Key Stage 1 is good; increasing numbers of pupils attained in May 2001 standards typically found nationally for seven year olds.
16. Pupils with special educational needs achieve standards appropriate for their age and ability. Effective individual education plans set clear targets that are achievable and reviewed at least annually. Pupils are very well behaved, have good attitudes, and are confident when challenged. They make good progress in developing skills in reading, writing and number work. Throughout the school these pupils are very well supported by adults who are clear about pupils' needs and ways of allowing pupils to learn independently.
17. The few pupils who have English as an additional language are very well supported to improve the standard of their work. The school provides good, well-targeted, flexible support for this group of pupils. As a result they are more able to take part in class lessons and make good progress.

Pupils' attitudes, values and personal development

Overall, pupils' attitudes to learning are very good throughout the school. Behaviour in lessons and around school is very good. The school has a friendly and positive ethos, enhanced by the very good quality of relationships. Pupils are aware of what is expected of them and respond well to the encouragement they are given. Attendance is satisfactory.

18. In the Nursery and Reception classes, children make good progress in their personal and social development; they are very well supported by all the staff. They are generally attentive and listen to adults, they are developing the ability to listen and share with others.
19. Pupils' attitudes to learning are very good. Good quality teaching reinforces their positive attitudes. They are in school not just because they have to be there but also because they want to be in their classrooms each day. They arrive in the classrooms with their parents and are very enthusiastic to learn. Pupils are willing and eager to attempt to answer questions. Their work is normally completed on time and although the class teachers often rotate supervision among the ability groups, those pupils who have to work independently complete their work successfully. Pupils treat school property with respect.
20. Behaviour throughout the school is very good; this has a positive impact on the pupils' learning. Examples of very good behaviour were to be seen in classes across the school. Pupils work unsupervised and keep on task. The school has a comprehensive policy for the management of behaviour and it is evidently being upheld in the classroom, in the dining areas and playground. No cases of aggressive behaviour were observed during the inspection and the incidence of exclusion for bad behaviour is low. There have been two fixed period exclusions.
21. Personal relationships in the school, between pupils and staff as well as among pupils, are very good. Courtesy, mutual respect and awareness of moral principles are elements, among others, which keep the quality of these relationships very high. At the same time, personal development of the pupils is also very good. Whole-school occasions such as morning assemblies are sometimes used for stressing moral behaviour, for promoting a sense of values and for an understanding of social relations. The theme for one such assembly during the inspection was about being friends. The high expectations of pupils which the teachers have are an aid to their sense of self-esteem and personal development. The school's good range of extra-curricular activities, contributed significantly to pupils' development.
22. Attendance at the school is currently just below the national average. However, the school has made every effort to improve this and is hampered by a few pupils who are persistently absent. Unauthorised absence is broadly in line with the national average. Most authorised absences are due to family holidays during term and some to medical reasons. In view of the school's strenuous efforts and the vast majority of pupils attending appropriately, attendance is judged to be satisfactory overall. Registers are marked by class teachers and attendance statistics are compiled by the school office, using the Sims computerised system. The school has worked hard to improve the rate of attendance. In the main pupils arrive on time, those arriving late are asked for explanations and lessons and sessions start on time. This results in pupils settling to work quickly. While an arrival deadline is set at ten minutes after scheduled starting, no clear guidelines are given about the way arrivals after that point are to be regarded. Neither are totals present at the end of registration always entered in the registers by class teachers.

HOW WELL ARE PUPILS TAUGHT?

Overall, the teaching was of a good standard. This is an improvement from the last inspection. In lessons where the Nursery and Reception children were being taught (Foundation Stage), teaching was judged to be good. In lessons where Year 1 and 2 pupils were being taught (Key Stage 1), teaching was also judged to be good. Evidence collected from the teachers' planning records and from the pupils' work indicates that the teaching observed during the inspection is typical of that usually found in the school.

23. The Nursery and two Reception classes make up the Foundation Stage of education. Five classes make up Key Stage 1; there are two Year 1 classes, two Year 2 classes and a mixed age class of Year 1 and Year 2 pupils.
24. In the Reception one teacher effectively takes responsibility for teaching communication, language and literacy and the other member of staff for mathematics. These responsibilities are rotated on a termly basis and are a productive approach to planning. The other areas of learning are taught on a carousel and pupils move between well-planned activities.
25. Teaching is good in the Nursery and Reception classes, and the support staff offer high quality support and interaction. Staff understand the developmental needs of children under six well.
26. In Key Stage 1 pupils are taught in classes for English and mathematics, information and communication technology, music and circle time. The other subjects are taught on a carousel with members of staff taking specific responsibility for areas where they have good subject knowledge.
27. During the inspection, fifty-four lessons or part lessons were observed. In total this amounted to just over thirty-four hours of teaching and learning. Teaching was judged to be excellent in one lesson, very good in fourteen lessons, good in thirty lessons and satisfactory in nine lessons. No unsatisfactory teaching was observed during the inspection. This represents a significant improvement since the last inspection.
28. Common strengths that were identified in the lessons observed where teaching was judged to be at its best were:
 - the teachers' understanding and knowledge of the subject;
 - the teachers' expectation about the progress pupils would make in the lessons;
 - the teachers' good use of questions which allows pupils to clarify their thinking;
 - the teachers' good management of pupils' behaviour;
 - the effective planning and deployment of support staff who support pupils to learn wherever possible independently;
 - the teaching of basic skills.

29. In lessons where teaching was judged to be satisfactory, there were some common weaknesses:
- lack of clarity in sharing the learning objectives and ensuring planned opportunities match the purpose of the lesson;
 - the pitch and pace of lessons was too slow;
 - limited opportunities were created for support staff to be involved in the introductory part of the lesson;
 - too limited opportunity for pupils to take responsibility for their own learning were planned.
30. The quality of teaching observed in the Foundation Stage was good. In total thirteen lessons were observed; this equates to just over eight hours of teaching. In three lessons the teaching was judged to be very good; in seven lessons it was judged to be good and in the remaining lessons it was judged to be satisfactory.
31. The teaching observed in the Nursery classes was never less than satisfactory with half of the lessons observed being good. Overall teaching was good. The teachers are well supported by qualified staff who are clear about their role and had a positive impact on the progress made by all children. In lessons where teaching was judged to be very good, the teachers made very good use of their subject knowledge and assessed children's understanding well. The very good planning and team teaching approach allowed all children to gain the most from their lessons. The additional support for children for whom English is an additional language was of good quality and allowed children to take part in the activities provided and develop their social skills. Special educational needs children were also supported effectively.
32. In the two Reception classes the teaching observed was always good and often very good. Overall, the teaching was good. When teaching was very good lessons were meticulously planned, clear learning objectives were shared with children and teachers and support staff effectively used well-crafted questions to draw out children's understanding. These elements were particularly evident in a literacy lesson where children were engaged in work linked to a travel agents. They were amused at 'muddled sentences' and enthusiastically responded to the teacher's questions and corrected the sentences and located where the capital letter and full stops should be placed.
33. Overall, the quality of teaching observed in Key Stage 1 classes was good. In total forty-one lessons were observed; this equated to just over twenty-six hours of teaching and learning. In one lesson teaching was judged to be excellent; eleven lessons were judged to be very good; twenty-three lessons were judged to be good and six lessons were judged to be satisfactory.
34. Excellent teaching was observed in Year 1 where the teacher was developing pupils' scientific thinking. The lesson was very well planned and the teacher effectively shared the learning objectives. Her enthusiasm and very good subject knowledge enabled all pupils to make excellent progress. They were aware that the wind would dry clothes on Mrs Hopple's washing line and could name and describe items that are moved by the wind.

35. In lessons, where very good teaching was observed, teachers had high expectations and good subject knowledge; they planned their lessons well and delivered them at a lively pace providing very good quality and effectively using support staff to enhance the provision.
36. Good teaching was observed in all Key Stage 1 classes and in a number of subjects including English, mathematics, science, information and communication technology, geography, physical education, design and technology and art and design. In these lessons the materials provided for pupils were appropriate and stimulating and the lessons were well structured to meet the needs of all pupils. Pupils were keen to learn, enjoyed their work; they made good progress in their learning. Due to timetable arrangements it was not possible to see the teaching of history.
37. In lessons that were deemed to be satisfactory in Year 2, learning objectives were not always so clearly defined and the activities provided did not closely match the theme. The use of support staff in the initial part of the lesson lacked clarity and they were not always used sufficiently to support learning. In a few lessons teachers failed to provide opportunities for pupils to explore and investigate independently.
38. Although teachers regularly mark work in English, mathematics and science the quality of marking in the other subjects is too variable. At its best the marking provides pupils with clear advice about how to improve their work. However vague comments such as well done do not help pupils to improve their standards.
39. The teaching observed in literacy was good. Throughout both phases of education, fifteen lessons or part lessons were observed where pupils were developing their language skills. Teaching was judged to be very good in four lessons: good in nine lessons and satisfactory in the remaining two lessons. The school is making good use of the new strategies for raising standards in reading and writing. The best lessons are well planned by teachers and support staff. Pupils found the materials provided interesting and challenging. In lessons where teaching was very good, pupils were motivated by the stimulating use of questions, the good subject knowledge of the staff who were able to draw out the specific teaching point. This was evident in a Year 1 lesson where pupils were enjoying learning about rhyming words and were challenged to find further words that rhymed with the examples given.
40. Pupils with all levels of attainment, including those with special educational needs, made good progress in understanding. The additional support provided in Key Stage 1 for special educational needs pupils was sharply focussed and ensures pupils make good progress. The support for pupils for whom English is an additional language was successful and ensured pupils develop their literacy skills appropriately.
41. Planned opportunities exist to continue to develop the speaking and listening elements of the curriculum. Currently the school has effectively identified the focus for language development, new vocabulary in English, mathematics and science planning. The use of the library to support the development of research skills is limited. The literacy strategy is consistently taught which is an improvement since the last inspection.

42. The teaching observed in numeracy was good. Thirteen lessons or part lessons were observed where mathematical skills were being developed. Teaching was judged to be very good in six lessons, good in six lessons and satisfactory in the remaining lesson. Common characteristics of the very good teaching were well-planned lessons supported by the use of very good quality resources. Good use of support staff who knew the objectives of the lesson and the appropriate mathematical language. Clearly shared learning objectives, which enabled pupils to know what they were learning about.
43. For example, in a lesson in Year 1 where pupils were exploring measurement, all staff successfully explained the learning objective, pupils were able to independently access good quality resources, discuss their work using appropriate terms and persevered to finish the task. All staff effectively and consistently draw on the numeracy strategy and pupils are generally making good progress.
44. Direct teaching of information and communication technology was only observed in three lessons; one lesson was good the others were satisfactory. There were many examples of computers being used successfully to support subject such as mathematics and English. The school has worked hard to improve this provision and has plans for further development within its school improvement plan.
45. Two lessons of religious education were observed during the inspection. In both teaching was of good quality. This represents an improvement since the last inspection.
46. Teaching in all other subjects observed ranged from satisfactory to very good. Overall, it was of a good standard. Insufficient teaching was seen to make an overall subject teaching judgement in art and design, design and technology, geography and religious education. No teaching of history was timetabled during the inspection.
47. The progress of pupils as they move through the school is good. Children enter the Foundation Stage with levels of attainment well below that expected for their age. They make good progress to reach standards that are just below those expected for five-year-olds when they transfer to Key Stage 1 classes. The good progress is maintained in Key Stage 1 classes so that many pupils are attaining standards in line with those expected for seven-year-olds by the end of the key stage.
48. Work in pupils' books from 2001 and the work provided by pupils who left the school in the summer shows that over a period of time, they are developing their knowledge, skills and understanding in all subjects. A review of the limited amount of work in the Year 2 books reveals that pupils make good progress in their learning.
49. The progress made by pupils is a reflection of the overall good quality of teaching. In just over 95% of lessons observed during the inspection, the pupils were judged to have made excellent, very good or good progress in their learning. Very good progress was observed in lessons in Reception and in English and mathematics, science, music, geography, personal and social development. This was as a result of good teaching and planning, good quality support and resources. In all the lessons observed pupils were judged to have made at least satisfactory progress. Well-planned homework is regularly used to support pupils' learning.

50. Teachers support pupils with special educational needs well and learning objectives are becoming increasingly well matched to their needs particularly during whole class activities. Pupils make good progress with some reading and numeracy skills being consolidated at home. Gains in skills, knowledge and understanding are recorded, and then used to plan for more effective teaching and learning.
51. Pupils for whom English is an additional language are provided with good individual support. As a consequence they generally make good progress and are included in all parts of lessons.

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

The curriculum provided by the school for pupils aged 5 – 7 is now good. It includes all the requirements of the National Curriculum and religious education and is planned in such a way that all pupils receive their full entitlement, and have access to a full range of curriculum experiences in a balanced and systematic way.

52. The introduction of an overall plan for the curriculum has greatly improved the quality of the curriculum since the last inspection. There are now clear guidelines to identify what pupils are to be taught each week, each term and each year. The school provides religious education for all pupils in accordance with the locally agreed syllabus and parents have been informed about their right to withdraw their children. The school complies with statutory requirements by providing a daily act of collective worship. Arrangements for sex education and the raising of awareness about the use and misuse of drugs are satisfactory, linking as they do to the programmes of study for science and personal, social and health education.
53. The school governors have rightly decided to allocate extra time to raising standards in English and mathematics, this has not had a detrimental effect on the standards in other subjects. Careful teacher planning, together with opportunities offered outside the classroom, have a significant positive impact on standards. For example, the visit by the science workshop, gave pupils the opportunity to have first hand experience of science activities. These initiatives have enhanced the curriculum.
54. The presence of a well-defined whole school curriculum map and detailed schemes of work support the positive impact of this very good and good teaching for all subjects. These schemes outline the knowledge skills and understanding to be developed in each year and term. The school is aware of the need to monitor planning in a systematic way in order to ensure that pupils have regular opportunities to use and develop skills in these areas, and check that gaps do not occur which prevent pupils from building on skills, knowledge and understanding in a more frequent and regular way. The schemes support staff to deliver a well-balanced curriculum with clearly defined learning objectives. These developments are a significant improvement since the last inspection and have impacted considerably on the quality of teaching and learning.
55. The national strategies for the teaching of literacy and numeracy have been implemented consistency well, and planning has created many good opportunities to link the acquired skills to other areas of the curriculum. For example, numeracy skills are promoted through charts and graphs in science; time lines in history help the pupils to develop a

greater understanding of how their experiences link together, and how landmarks in geography can be given reference when developing mapping skills. Transferring writing skills to other areas of the curriculum has been given a high priority particularly in history, geography and science. This initiative is in the early stage of development and has not yet proved fully effective. Evidence from the inspection indicates that the quality of writing is improving by the age of seven, with no obvious differences between boys and girls.

56. Pupils are given the opportunity to write using a wide range of styles. For example, pupils in Year 2 are encouraged to investigate writing in a 'newspaper' style when reporting in history about the Great Fire of London; they use lists in geography to compare and contrast places such as Struay and Brownsover; and write increasingly more detailed accounts of visits. Very good opportunities are created to promote the good level of speaking skills whether it be by pupils explaining the strategies they have used in mathematics, or when sharing feelings in circle time which is planned as part of their social development. Limited planned opportunities for teaching research skills or strategies to insure that pupils can use the library independently are evident.
57. Since the last inspection the school has improved its curriculum provision for information and communication technology by using nationally provided funding to support the quality of teaching and learning in the classroom. Besides strengthening and building on skills in literacy, and number work in mathematics, computers were used to extend understanding about contrasting places in geography in Year 2, and to record information as bar charts in Year 1. There are very good links between subjects. Pupils in Year 2 made vehicles in design and technology before testing them in science to see how far they would travel with pupils recording their own findings.
58. In the Foundation Stage the provision is good and shows improvement since the last inspection. The appointment of the early years manager has impacted positively on provision and standards.
59. National guidelines are now used for the teaching of all subjects and planning has improved not only for each year and term, but also for each week. Teachers have clear targets for each learning activity, and where appropriate for each group of pupils. This added thoroughness is often strengthened where teachers use the information gained about the quality of learning to amend the planning for the next activity.
60. Teachers' planning takes very good account of pupils with special educational needs whose individual education plans clearly provide for gains in skills, understanding and knowledge in a range of subjects including mathematics. In the best lessons observed the work provided for this group was well structured and classroom assistants supported pupils effectively. Equally, the provision for pupils at the early stages of learning English as an additional language is good and pupils make good progress.
61. Pupils with special educational needs, including those with statements, are fully included in all school activities including extra-curricular activities. No pupil is disapplied from the National Curriculum and all are fully involved in the good range of curriculum activities provided for all. Where pupils are withdrawn they are well challenged and are given experiences, which reinforce and consolidate class activities.

62. Opportunities are welcomed by the school to extend and enrich the quality of the curriculum. Pupils are taken out to investigate the local community making well planned visits to churches, museums, and environmental areas, as well as travelling further to help pupils for example to have a deeper understanding of the immediate past in history by 'living' in Victorian times in Warwick or having 'hands-on' experiences in science at the Snibston Discovery Park. In addition to a very good range of visits, pupils benefit widely from a good range of visitors. Theatre workshops, artist in residence, storytellers and authors all contribute to the good quality of the curriculum.
63. Provision for extra-curricular activities is good and staff give generously of their time. Depending on the time of year, there are a range of opportunities including football for boys and girls, drama and dance. Plans are well advanced to re-introduce the French club, and all pupils are given planned opportunities to use the computers before school and during the lunch times. A small group of pupils receive additional violin teaching from a visiting specialist teacher.
64. The school has developed positive and very constructive relationships with other schools and where appropriate, shares resources. Teachers and governors explore common issues such as the need to add a security fence, and for raising the school image in the local community. There are very good links with the local education authority through its support services. These have contributed to the improvement of behaviour and to the creation of more effective strategies for pupils with special educational needs such as 'speed learning', which has then been adapted for the benefit of all. Work experience is offered to students from local secondary schools, as is training for teachers of the future through links with Warwick University. There are strong Education Business Partnership links with local industry, resulting in an interchange of staff to share skills and pupils having a good understanding of design through information and communication technology.
65. Since the last inspection, with variable success, everyone has worked hard to provide opportunities to encourage pupils to take responsibility for their own learning and to undertake independent study skills. Few examples were observed of pupils planning and then developing study skills when using the library or using information and communication technology to extend their own knowledge and understanding. In some classes pupils work independently when teachers are focussed elsewhere, as resources are readily available and independently accessible. In other classes adults undertake tasks which pupils would be delighted to carry out, whether it be when using the overhead projector in assembly or demonstrating teaching skills. Pupils are increasingly challenged to improve their work in design and technology and physical education and are increasingly becoming more active when undertaking investigations particularly in science and mathematics. It is essential to promote and maintain the appropriate balance between the giving of information and allowing pupils to explore for themselves.

Overall, the provision for pupils' spiritual, moral, social and cultural development is very good, and despite the increased rigours of the wider curriculum and the commitment to a demanding action plan, has been improved since the last inspection. Moral, social and cultural development is very good, and spiritual development is good.

66. Provision for pupils' spiritual development is good with some planned opportunities for pupils to reflect on their experiences during daily acts of worship, as when considering the differences between the house building of the wise man and the foolish man, or reflecting on the suffering after a car accident. In addition, there were moments of 'magic and wonder' during the inspection. For example, when investigating the force of the wind in science by observing how bubbles reacted to 'pushing and pulling', pupils found it impossible to contain their enthusiasm when they returned to the classroom. Religious education lessons play a sensitive part in raising an understanding and awareness of a pupil's place in a multi-faith society. The understanding of the values derived from the central beliefs of other religions is very good. Pupils consider and reflect on issues, which are significant to human experience such as love, caring and suffering. However, opportunities are missed to respond to issues and experiences in other subjects.
67. Provision for pupils' moral development is very good. The commitment to developing very good consistent strategies to make pupils more responsible for their own standards of behaviour has been effective, including the involvement of individuals in negotiating their own sanctions and rewards. Behaviour within classrooms was consistently very good, as was the behaviour outside classrooms and in the playground. Isolated incidents of inappropriate behaviour were responded to positively and during the period of the inspection there were no incidents of bullying or racism. The few examples of pupils becoming restless were as a direct result of some pupils finding it more difficult to concentrate over longer periods of inactivity. The whole school approach to a high expectation of behaviour results in pupils being constantly reminded of what is acceptable. Pupils are reminded regularly of the need to show respect, be well mannered, helpful, caring and polite by all members of the school community. The programme of personal, social and health education, school assemblies, circle time, all contribute to this very good provision. Pupils know right from wrong.
68. Provision for pupils' social development is very good. Relationships are very good and are a strength of the school. They contribute significantly to the very good behaviour observed. Pupils work well together and value the contributions and feelings of others. Many examples were observed of pupils helping each other to succeed as when a higher ability pupil sensitively supported the computer skills of another with learning difficulties; and when one put an arm round the shoulder of another to give support when struggling with a response during a group activity. Pupils have a good understanding of how to relate to others in society and how to become good citizens. They have observed the local vicar carrying out a 'Baptism', experienced visits by the fire, police and health services and have links with the elderly in the community including Help the Aged. They are most generous when adopting charities to respond to the needs of others resulting from their harvest festivals. The School Committee has been given the responsibility to make decisions on how to improve the school environment. Pupils have visited the Mayor's parlour as well as travelling to London to meet with the Education Secretary. Pupils are regularly involved in initiatives with local businesses. Pupils are asked to comment on their likes and dislikes within the local environment and often challenged to say how they could improve what they see such as tidying litter and road safety. Nursery children have planted trees to add to the National Forest and pupils annually take part in the Walk to School week.

69. The school is aware of the need to provide for residential experience and is exploring opportunities appropriate to the ages and experiences of Key Stage 1 pupils.
70. Provision for pupils' cultural development is very good, and this remains a strength of the school. There is an appropriate balance between an awareness of their own culture and a greater knowledge and understanding of the experiences, beliefs and cultures of others. Visits to museums and art galleries, book weeks, theatre groups and working with authors and artists in residence and the range of activities linked to citizenship have provided pupils with a rich understanding of their own culture. Pupils have celebrated the Chinese New Year and the Hindu and Sikh Festival of Light – Divali and Year 2 pupils were well prepared for the visit to a Hindu temple. The sharing of music, dance, food and clothes has enabled pupils, parents and teachers to gain a deeper understanding of other cultures represented within the school. Taking part in school and community intercultural festivals by sharing Chinese ribbon dances and Indian stick dances have all helped to promote a greater understanding of multifaith and multicultural society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Overall, the school provides very good levels of care for its pupils. All staff provide caring and thoughtful support to pupils. The care provided reflects the ethos that is found throughout the school. The headteacher provides very good leadership in this area of the school's work, she knows her pupils well.

71. The school takes very good care of its pupils' welfare and academic performance. The school has a dedicated and committed teaching and non-teaching staff, all of whom aim at maximum care for the pupils. Class teachers know their pupils well and have a good rapport with them. The kitchen staff provide satisfying hot meals daily and the school caretaker ensures a clean, warm and hygienic environment for the pupils. The good provision of support staff allows for an assistant in each classroom in the Foundation Stage as well as in Key Stage 1. This support is especially beneficial for special educational needs pupils and for those for whom English is an additional language ensuring their full integration into the school and the curriculum. As a result, the very high achievers in Key Stage 1 include some pupils for whom English is an additional language.
72. Child Protection and Health and Safety policies are very good and the procedures in both cases are effective. The headteacher is the designated child protection officer. She receives on-going training and, in turn, trains the staff. All staff are aware of the school arrangements. Links with the relevant agencies are well established. First Aid points are suitably located and pupils' medication is, by agreement with parents, applied by the school office. Fire drills are held regularly and evacuation times recorded. The playground is ample and clean.
73. Procedures for monitoring pupils behaviour are good. The Behaviour Policy includes information about aggressive behaviour. All pupils and parents are aware of the policy and it is supported by rules that are displayed in classrooms. Pupils are encouraged to act responsibly in the classroom, at lunchtime and in the playground. Parents and pupils say that the school acts quickly if incidents occur. The school makes good use of a range of rewards for good behaviour.

74. The local education authority's Education Welfare Officer supports the school in its efforts to monitor and improve attendance. Since the school's procedures are very good it needs to look into the reasons why the results are not commensurate with the efforts to improve the attendance rate. The school's hard work in this area, together with the interesting lessons, good teaching and very good relationships and caring ethos, are having a positive impact on attendance.
75. The procedures for assessing pupils' attainment and progress are good while those for monitoring and supporting academic progress and the use of assessment to guide curricular planning is good. A marking policy is generally followed for English, mathematics and science. However, there are some instances when the comments do not always provide pupils with sufficient information on how to improve their work. In the other subjects marking does not consistently support pupils making maximum progress as it is inconsistently carried out.
76. Appropriately challenging targets are set for each child from initial assessment on entry into the Nursery to the end of Key Stage 1. Class teachers, parents and pupils are involved in the target setting at each stage. Performance and progress indicators for each pupil are passed on from class to class. The efficiency of these procedures helps to explain the steady and positive academic progress made by the pupils since its last inspection. The school collects a considerable amount of information about pupils' performance and this is used very effectively to plan the next stage of learning. Teachers know their pupils well and generally plan appropriately pitched work to allow them to achieve their potential.
77. The provision for pupils with special educational needs and for pupils for whom English is an additional language is good and all statutory requirements are met. Pupils' individual needs are recognised early and support is targeted effectively both by teaching and non-teaching staff. There is evidence that targets are set, shared with pupils, and that gains in progress are recorded systematically, term on term and year on year. Outside agencies are used appropriately and there are sound links with local primary schools.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

The school has very good links with parents and parents view the school favourably. Parents say clearly that children like coming to school and that staff know their children well and have their best interest at heart.

78. Parents have good views of the school. Although only a small group attended the pre-inspection parents' meeting, those present and the evidence on the questionnaires show that parents are satisfied with the school, with their children's performance and with their links with the school. Most parents feel it is a good school which listens to them, and that it has improved significantly since the last inspection.
79. The school's links with parents are very good. There are scheduled parents' evenings. A Home-School Agreement is in place as well as a Home-School Partnership Policy. Parents are consulted on all policy issues and on documentation and in the setting of targets for the purpose of academic assessment. The school has also promoted special courses with Rugby Community College for evaluating parents' links with the school and helping them towards a positive role in the partnership.
80. Parental involvement in the school is also good. Parents help with school activities such as accompanying swimming trips and educational visits. Homework is set for pupils throughout the school and the programme is fully supported by parents. There is some classroom assistance by parents.
81. The information given by the school to parents is of a good quality. Along with the oral communication which parents have through direct access to teaching staff, information letters are sent out weekly on Thursdays to ensure that parents know when to expect them. Annual academic reports towards the end of the school year are clearly presented and are informative in respect of each child from the Nursery to Year 2. The school's Prospectus and the Governing body's Annual Report meet requirements. A few parents were concerned that they did not receive sufficient information about their children's progress. The evidence available during the inspection revealed that this was adequate.
82. Parents of pupils with special educational needs are actively involved at all stages of the Code of Practice although they do not always attend review meetings. Details of gains in skills, knowledge and understanding are reported regularly to parents during reviews and parents' evenings. Opportunities are sought to enable teachers to share the levels of success with parents at other times. Parents are supportive of the work of the school, and pupils are encouraged to complete appropriate homework tasks either when reading, learning spellings or being challenged effectively to apply their mathematical skills using planned materials. Parents of pupils for whom English is an additional language receive regular information and are invited to support meetings to discuss the work of the school and the support that is being offered.
83. In general, the partnership between school and parents is very real, active and effective and is contributing positively to the discernible progress this school has made since the last inspection. Homework is effectively used to support learning. Parents are involved in the process and have a successful partnership with the school. The school is working

hard to develop further links by involving parents in practical sessions within the classrooms, which can be followed up at home. A very good example was observed in Reception where mathematical ideas were explored and the language of measurement was explained. Parents' and childrens' understanding grew and ideas were shared on how this could be developed further at home. This approach contributed significantly to pupils' confidence and knowledge. Parents comment favourably on the teaching their children experience and the homework they receive.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Overall, the leadership and management of the school are good. Since the last inspection, under the very good leadership of the headteacher, the school has moved forward significantly. Governors, teaching and non-teaching staff now have a shared vision and commitment to raising standards whilst maintaining the caring ethos of the school.

84. Under the very good leadership of the headteacher, the governing body, teaching and non-teaching staff have together responded positively to the issues for action from the previous inspection. Monthly meetings have reviewed progress against the demands of the action plan and added rigour to moving the school forward.
85. There is strong and effective leadership with an emphasis on teamwork. The views of parents, carers and pupils are sought. The management team work effectively together to move the school forward by agreeing priorities for the School Improvement Plan (SIP), which is amended as priorities are met and identified. This has contributed significantly to the raising of standards for pupils at the end of the key stage. Targets for 2001 have been exceeded and standards are now more typical of what is expected nationally of pupils aged seven in English, mathematics and science.
86. The deputy headteacher, key stage co-ordinator and subject co-ordinators have clear job descriptions. Their emerging role has added more consistency to the role each play in contributing to the raising of standards and they meet their individual and joint responsibilities enthusiastically. The senior management team has become an effective tool to drive change and to identify priorities to improve the quality of education for all. Plans to adapt the School Improvement Plan (SIP) to include priorities for more than one year will enable the team to draw together the many good strategies, which have been recently developed and implemented to move the school forward over the next three years.
87. The co-ordinator for special educational needs maintains the register of pupils with special educational needs efficiently and plays an effective part in raising the awareness of all staff through her position on the senior management team. Pupil needs are discussed regularly at staff meetings and support staff are involved in planning. The good use of additional support and outside agencies targeted to respond to the needs of individuals and groups have had a significant impact in raising standards. Targets are reviewed and amended and structured resources are used effectively before being adapted for use with others. This is an effective use of resources. There is an identified governor to monitor the provision for pupils with special educational needs.

88. The overall curriculum plan is now managed effectively and all members of the teaching staff are aware of the part they play in the commitment to raise standards and ensure that all pupils receive their full curricular entitlement both for children in the Foundation Stage (Nursery and Reception classes) and for pupils in Key Stage 1.
89. Since the last inspection, professional development has been given a high priority with training being matched to need at all levels of the management structure including the headteacher, subject co-ordinators and governors. There are now consistently effective procedures, which identify areas for improvement, prepare for more effective management strategies, and then target for greater pupil progress in all subject areas. Governors and team leaders review the effect of these improvements annually before targets are then set for the following year.
90. An appropriately detailed monitoring strategy has been agreed which enables co-ordinators to begin to become more involved in managing their own subjects. Many check progress in pupils' books and examine teachers' planning to ensure that all pupils have equal access to the curriculum and receive their full entitlement. As yet the co-ordinators' role is in an early stage of development and not all co-ordinators have had sufficient time to develop classroom observation techniques or to manage their own resources.
91. Co-ordinators who have observed lessons in their own subject and evaluated teaching and learning have contributed to an improvement in the quality of teaching and learning. Priority has rightly been given to English and mathematics although other subjects and areas have been included with the remaining planned on a rolling programme. Currently reviews have begun in information and communication technology, special educational needs, history and physical education with targets being agreed for further improvement. Strengths in teaching and learning have been discussed and shared with all teachers. This has contributed significantly to the improvement in the quality of teaching and learning since the last inspection.
92. The headteacher has analysed what pupils know and can do not only when they enter and progress through the school but also when responding to the rigours of national testing at the age of seven. This information has been used successfully to set targets for groups and individuals and then to target additional support to plan more challenging learning experiences. This information has been shared with pupils, parents, teachers and governors.
93. Overall, the work of the governing body is good and the committees comply fully with statutory requirements. The governing body comprises active, committed and well-informed governors who are organised into an effective committee structure to consider and then take action on matters to do with staffing, personnel, curriculum, finance, and premises. They share the commitment not only to raise standards but also to maintain the strong caring ethos, which is underpinned by very good relationships and a sensitive balance between the social, personal and academic needs of all pupils. Governors have been most effective in shaping the direction of the school particularly through the two-year period since the last inspection. Systems for monitoring and evaluating the performance of the school are good with link governors for literacy, numeracy, special educational needs, the Foundation Stage, and health and safety, monitoring progress in

these areas. The role of other subject co-ordinators in monitoring is at an early stage of development and the headteacher provides governors with an overview. Governors are welcomed into school and are involved with teaching staff in identifying priorities in the School Improvement Plan (SIP).

94. Governors have been positive in liaising with parents and colleagues in neighbouring schools, to explore the reasons for and effects on the school of falling rolls. There are good procedures for applying the principles of best value. School achievement is compared with schools nationally and with those of a similar nature. Spending decisions are weighed up cautiously and the influence of governors decisions is evaluated in a consistent manner – “How has it helped to raise standards?” For example, many options were considered before arriving at a commitment to increase the proportion of support staff to well above that typical of most infant schools. This has been successful and has enabled the school to use the information gained from its good tracking of pupil progress to respond more effectively to the needs of groups and individuals.
95. The decision to commit funding for the development of information and communication technology, and the location of resources adjacent to classrooms has enabled teachers to plan effectively for the use of computers to support learning throughout all areas of the curriculum, and has contributed to the overall good quality of learning. Pupils with special educational needs and those for whom English is an additional language are given full access to the curriculum, receive their full entitlement, and are managed very well. The school has decided to target most of its money designated for these pupils to provide additional trained support. This has proved effective and consistently good progress is evident. Other specific grants have been used effectively, particularly those relating to staff professional development, the National Grid for Learning and the implementation of the National Literacy and Numeracy Strategies
96. Systems for the day-to-day administration of the school’s financial affairs are effective. The school secretaries have access to an appropriate range of technology to support their work. Governors are well informed about the budget and review spending decisions prudently with an appropriate carry forward figure to protect previous commitments, particularly staffing, against any possible additional falling rolls. The finance committee meets at least half-termly and maintains a good overview of the school’s financial situation with clear procedures for monitoring the budget. The school has acted on the few recommendations of the most recent audit report, which is still in draft form, and the school fund is audited annually. The school provides good value for money.

Teaching staff have an appropriate range of qualifications and experience, and are well matched to the needs of the curriculum. The quality and size of the outdoor accommodation is good with hard and grassed areas providing opportunities for imaginative and planned activities. Learning resources are very good and generally are well used.

97. Staff are committed, hard working and generous with their time. They have good access to professional development opportunities, including class-based support from the local education authority's inspectors and advisory teachers. An appropriate induction programme has been arranged for newly qualified teachers, and those new to the school. As a result of close links with local training establishments, the school is well placed to provide training opportunities for teachers especially at the Foundation Stage.
98. The school is accommodated in a well-maintained building comprising adequate spacious teaching areas with additional quiet areas for specific group activities. The addition of a purpose built nursery building has contributed notably to the raising of standards for children below the age of five. The hall and shared areas are used effectively. Pupils' work is displayed carefully and attractively in the hall, classrooms and corridors to create an environment, which is bright, colourful and stimulating. Classrooms are well furnished and provide adequate space for teaching and learning. The site includes hard play areas, which will be expanded with the planned removal of two mobile classrooms. Governors have arranged for appropriate health and safety risk assessments to be undertaken, and emerging priorities are placed under urgent review, as was the need to provide a security fence. The governors' premises committee has been active in trying to ensure that the building is well maintained and the caretaker and her staff are meticulous in maintaining a healthy environment. The security of the school is currently under review and governors are taking appropriate action.
99. The outdoor play area for the Foundation Stage is secure and has a very good range of play equipment including a fixed climbing area and imaginative markings for children to practise road safety skills on their wheeled vehicles. There are good resources for learning across the curriculum and these are generally used effectively to support learning. However, during the week of the inspection the library area was insufficiently used to enable pupils to undertake individual research. Although there are plans for a computer suite at present conditions are too restrictive for the teaching of information and communication technology skills to large groups of pupils, however the computers adjacent to each classroom are used consistently effectively to support learning activities in the classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

100. The school governors, in conjunction with the headteacher and staff, should take the following action to build on the improving standards in the school, and raise them even higher.
 - (1) Use the effective systems and strategies which have been recently agreed by all staff and governors to further raise standards in English, mathematics and science by:

- providing further opportunities for pupils to develop their writing skills both within literacy lessons and across the other areas of the curriculum; *(see paragraphs 1, 3, 12, 55, 112, 117)*
 - ensuring that all staff consistently share learning objectives clearly with pupils and that all activities they plan reflect that objective; *(see paragraphs 29, 37, 42, 122, 136)*
 - continuing to develop the use of support staff at the beginning of lessons drawing on the very good practice the school already has in some classrooms; *(see paragraphs 29, 37, 122, 136)* and for all subjects
 - further developing the school's procedures for assessment and marking, ensuring that pupils are given sufficient guidance on how they can improve their learning. *(see paragraphs 38, 75, 151, 164, 171)*
- (2) Continue to develop the role of the subject co-ordinators to allow them to lead their subject effectively by:
- continuing the programme of development already in place, which enables all co-ordinators to observe lessons, support colleagues, review work, moderate standards and manage a budget for their subject. *(see paragraphs 90, 156, 165, 172, 177, 182, 188, 196, 204, 208)*
- (3) Provide pupils with more opportunities to take responsibility for their own learning by:
- creating more planned opportunities for all pupils to take more responsibility for their learning by encouraging exploration and investigation; *(see paragraphs 7, 18, 37, 56, 65, 176, 206)*
 - increasing the opportunities for the development of library research skills ensuring pupils can use the library independently. *(see paragraphs 7, 116, 176, 207)*
- (4) As well as considering the above issues the headteacher and staff should consider the following minor issue:
- Provide more planned opportunities within the curriculum for pupils to think about their own feelings and beliefs. *(see paragraphs 66, 206)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	30	9	0	0	0
Percentage	2%	26%	56%	17%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	202
Number of full-time pupils known to be eligible for free school meals	n/a	64

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	9	80

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	33	34	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	24
	Girls	30	31	30
	Total	51	51	54
Percentage of pupils at NC level 2 or above	School	76 (66)	76 (67)	81 (68)
	National	83 (82)	84 (83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	33	32	33
	Total	54	54	55
Percentage of pupils at NC level 2 or above	School	78 (63)	85 (69)	85 (72)
	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	1
Black – African heritage	0
Black – other	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	136
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	2	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)	12
Number of pupils per qualified teacher	19.3
Average class size	22.4

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	85

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	2
Total aggregate hours worked per week	52
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	577660
Total expenditure	579476
Expenditure per pupil	2434
Balance brought forward from previous year	12184
Balance carried forward to next year	10369

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	31	7	0	0
My child is making good progress in school.	45	45	0	0	10
Behaviour in the school is good.	34	48	3	0	14
My child gets the right amount of work to do at home.	37	44	4	0	15
The teaching is good.	66	24	0	0	10
I am kept well informed about how my child is getting on.	45	34	7	3	10
I would feel comfortable about approaching the school with questions or a problem.	62	28	7	0	3
The school expects my child to work hard and achieve his or her best.	45	52	0	0	3
The school works closely with parents.	45	31	17	0	7
The school is well led and managed.	45	34	7	0	14
The school is helping my child become mature and responsible.	55	38	3	0	3
The school provides an interesting range of activities outside lessons.	34	45	7	0	14

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

Foundation

101. On entry to the Nursery, attainment for most children is below that expected nationally, indeed, a very large number of children have attainment that is well below these expectations, especially in the areas of communication, language and literacy, knowledge and understanding of the world and personal and social development. The quality of learning in the Reception and Nursery classes is of a high quality even though, by age six, attainment overall is below national expectations for the majority of children. However, the children make good progress overall, and by the age of six, almost half of the children, are likely to meet the learning goals expected for their age in language, knowledge and understanding of the world and mathematics.

Personal, social and emotional development

102. Children enter the Nursery with attainment below that expected nationally. Children separate from their main carer with lots of support from nursery staff and by age four have a little exploratory impulse for activities. They receive good quality support from teachers and staff. Children aged four still need much support, but are beginning to have a sense of belonging and to show increasing independence in selecting and carrying out activities. Four-year-olds use the home corner to play effectively and when dressing up as characters, are just beginning to help each other. In Reception, five-year-olds have made good progress, and express their needs and feelings appropriately, asking questions of staff, and interacting with visitors effectively, for example, treating them as customers in the 'Travel Agent's office'. A large number of children are likely to reach the learning goals in this area, by the time they are six years old.

Communication, language and literacy

103. Most children enter the Nursery with weak conversational skills and a limited spoken vocabulary. They use familiar words in isolation, often using gestures to communicate. Children are given many opportunities to enjoy rhymes and language through play and focussed activities throughout the nursery day, but are rarely able to join in effectively until they are about four years of age. By age four, a small group of children can recognise their own names and enjoy looking at books. Good practice in literacy continues in the Reception classes where children continue to develop their spoken language skills, and to communicate more effectively. Many varied opportunities for role-play are offered and these together with good interaction with staff ensure that spoken language skills are developed well. Children in the Reception classes enjoy talking about 'Big Books' and begin to acquire reading skills in a structured way when relevant parts of the literacy hour strategy are taught. Most children use the computers and tape recorders effectively to listen to stories and develop communication skills. Language extension through play and focussed tasks is thorough and planning ensures ample opportunities for this. Children who speak languages other than English have the opportunity to work with a bi-lingual support assistant who reinforces learning effectively through use of the children's first language.

Mathematical development

104. Mathematical skills on entry are below those expected for children of similar ages. Rarely do children use number language spontaneously or use mathematical language in play. Children make sound progress in counting skills, number recognition and mathematical language through a range of relevant practical experiences through the Nursery and Reception classes. Sand and water play in the Nursery reinforces understanding of capacity and volume. The quality of learning is good, so that by age six several children can count beyond five consistently, and sort objects suitably. They develop mathematical language consistently so that a large number of children use words such as 'longer' or 'smaller' to compare quantities or length. Through role-play, in the 'Travel Agent's Office' they become used to handling money. Staff have a secure knowledge of mathematics and numeracy teaching, planning ensures that children of all abilities receive activities suited to their needs in order for them to make good progress. Resources are used well.

Knowledge and understanding of the world

105. On entry to the Nursery, a few children show curiosity and interest, but many rely on staff to direct their activities and stimulate them to explore and show an interest in why things happen. By age four several children are able to piece together and build simple models using construction toys. They begin to use the computer with support and to comment about the natural world. The children are provided with many opportunities, such as planting bulbs in the garden, to develop their knowledge of the environment. Children's learning develops well, so by the age of five children look carefully at the autumn leaves and can describe how plants grow. Magnets are a source of wonder when sorting materials that are metal and a large number of children show a keen interest in the objects around them. Some children know the technical vocabulary associated with the computer but require further basic knowledge on how to operate equipment and to work independently.

Physical development

106. Children enter the Nursery with attainment that is below that expected for their age. By the time they transfer to Reception, through the good quality of learning, many have achieved well and are in line with the expectations for their age. Children age four climb with dexterity, balance well and can steer tricycles and trolleys around objects successfully. They have learned to hold beakers with control but their handling of pencils, crayons and brushes is immature. In the Reception, the children are taught physical skills, including dance in the school hall during specified times and this contributes to the good progress they make. Children have ready access to the very good outdoor play facilities that further develop their physical skills at a challenging level. The quality of learning and teaching is good, so that by the age of six, most children are likely to reach the learning goals for large movements, but manipulating smaller objects and squeezing, pinching and twisting materials is still immature. Teachers plan so that all children use the hall regularly to encourage and develop the children's spatial awareness, balance and social skills. Teachers and staff are confident to teach this area.

Creative development

107. On entry to the Nursery, attainment is below that expected for their age. Few children are able to join in with singing favourite songs or respond to sound with body movement. The Nursery provides many quality opportunities for children to explore the sounds of everyday objects and musical instruments and by the time they are four, many have made good progress in developing these skills and can sing simple rhymes and songs. Four-year-olds take pleasure in painting and drawing, they use appropriate colours and form; for example, when painting pictures of pumpkins they use orange and represent a round form. In Reception teachers offer many varied activities for creative work, linked to other areas of the curriculum, for example a shape collage, to reinforce mathematical language. Displays are of a high quality and are instructive; the children's string paintings are used as an example of colour mixing. The brighter children are always encouraged by staff to extend and explore their learning. Staff use resources well to achieve the objectives planned in lessons. Resources are effectively arranged and are near to hand, so that children are beginning to take things out and put them away spontaneously: this helps to develop independent learning skills.
108. Teaching is good in both the Nursery and Reception classes, and the support staff offer high quality support and interaction. Staff understand well the developmental needs of children under six. Learning objectives are clearly defined and follow the recommended learning goals, which is an improvement since the last inspection. Learning activities are focussed on what children need to know to raise attainment. Staff expectations are high for all children and the most able children are challenged effectively. Many of the activities offered encourage children to become independent learners and this is a strength of the teaching across the Foundation Stage. Management of children and relationships is very good; the secure and safe environment encourages a sense of belonging to a school 'family'. The early year's staff work very well as a team and liaise closely for planning attainment and progress issues.
109. The appointment of an early year's manager has impacted positively upon the provision, which shows good improvement since the last inspection. The early year's development plan is well thought out and its priorities for development are secure and relevant. The induction into Nursery is thorough. New children are visited at home by one of the teachers and parents and children are well prepared for nursery through a series of meetings and visits to the school. Nursery children become familiar with Reception teachers at an early age, through a comprehensive programme of induction including joint outdoor play sessions with the Reception children. This term for the first time provision has been extended to allow for fifteen children to attend Nursery full-time. This has been targeted at children who require extra support in their learning and aims to raise their attainment. Lunchtimes and extension activities have been clearly planned, with a nursery lunch, quiet area and separate lunchtime toys. Resources for the Foundation Stage are very good and are used well by all staff.

ENGLISH

110. The school has made good progress in raising standards in English since its last inspection.
111. During the inspection nine lessons were seen in Key Stage 1. This included five lessons where the complete literacy hour was observed. As the inspection took place in October, there was a limited amount of pupils' work for the current year. However, samples from last year were made available and included in the scrutiny. This, together with examination of pupils records of achievement, planning and other English documentation, hearing pupils read, discussions with pupils and teachers forms the evidence on which the judgements are based.
112. In the National Curriculum tests of 2000, the number of pupils who reached the standards expected for seven-year olds was well below the national average in reading and writing and below average when compared to similar schools. However, results have been improving substantially since 1999. The 2001 results for National Curriculum tests show that reading will be in line with national averages but writing will be just below average. When results are compared to similar schools, their results for reading are well above average and just above average in writing. The school has set challenging improvement targets for the last two years which have been achieved. Targets for the year 2002 have been reviewed, taking into account the good progress already made. They are challenging targets. However, further improvement, particularly in writing, will be needed to keep up with national averages. The school has introduced strategies to raise the attainment of boys' writing which was significantly below that of the girls in previous years. The result for National Curriculum tests in 2001 show there is now little difference in boys and girls attainment in writing.
113. Pupils with special educational needs make good progress. This is due to the good, consistent planning of activities, which match their ability, and by choosing appropriate, attractive resources. The school has a number of support staff who make a very significant difference to the achievement of all the pupils and particularly the pupils with special educational needs. Support staff know the lesson plans and have a clear understanding of what they should do and how to help the pupils. On many occasions, support staff skilfully kept the pupils concentrating and interested during whole class teaching. This enabled the pupils to take a full part in lessons and make good progress. However, there were a few occasions when support staff took no part in this part of the lesson. Since the last inspection progress of pupils is better and similar in all classes. Pupils with English as an additional language and those from minority ethnic groups attain standards similar to all the pupils. They make similar progress in lessons and over time as the majority of pupils. Higher attaining pupils do not always make as much progress as other groups of children.
114. The school has recognised the need to teach literacy in all areas of the curriculum. It has successfully introduced strategies to achieve this. The improving trend in all aspects of English is evidence of its success. Many good and very good examples of speaking and listening were seen. For example, in a Year 1 music lesson, the pupils' rapt listening to each other's and the teacher's playing of untuned instruments was clearly discernible. Careful questioning made the pupils really concentrate when listening. In geography and

art and design lessons the pupils were given the time to express opinions and explain their ideas to the other pupils and adults.

115. Speaking and listening is an ongoing area for development for the school. The pupils are showing signs of being active listeners. They listen carefully to teachers and each other during whole class shared reading at the start of the literacy hour. The pupils show confidence when talking and eagerly, accurately answer questions. They are beginning to explain and express their opinions with more clarity, drawing on a widening vocabulary. Key words from each subject are taught and this is improving the range of pupils' vocabulary.
116. The pupils' reading is average. They are encouraged to be enthusiastic readers in and out of lessons. They take home their 'book bags', 'spellings' and can buy books through the school book shop. Events, such as Book Week, during which an author visited school and pupils came dressed as their favourite book character on the last day, promote a love of literature. Higher attaining pupils read fluently and with expression at average levels. All pupils read accurately from books, which are matched to their ability, although many read aloud in a stilted fashion. They recognise words on sight and can use phonic cues to help them when in difficulty. The pupils use the class library boxes but do not understand how the school library is organised or how to access particular books.
117. Pupils are attaining below average standards in writing. Pupils are given opportunities to write in different ways for different people. For example, Year 2 pupils had to complete a description for a house that was for sale. This also involved using the computer. Most pupils in Year 2 can write in simple words and phrases and are beginning to use full stops and capital letters correctly. The higher attainers are increasing the length of their sentence writing and beginning to add some interesting detail. However, to achieve their targets in writing, the pupils need a longer period of time than that observed in lessons to apply their writing skills to produce an extended piece of work. The scrutiny of work shows handwriting skills are taught to all pupils. However, much of the work was the same for all pupils although clearly some pupils were much better at handwriting than others. This resulted in some pupils making little progress in this aspect of writing. Different styles of writing were seen in other subjects for example, in history, pupils were writing a newspaper report of the Great Fire of London and in design and technology lessons pupils were drawing and labelling their diagrams.
118. Literacy skills are developed well through planned opportunities in other subjects. For example, in science, when pupils are given opportunities to discuss and explain their work and in physical education where specific technical language is used.
119. Overall, the teaching is good. In nearly all lessons seen the teaching was at least good with a third being very good. All teachers have a good understanding of the English national curriculum and the National Literacy Strategy. They have actively participated in training and adopted national literacy guidance. For example, the teachers use the 'materials for whole-class teaching' when teaching phonics. This results in them planning detailed, effective lessons, which enables pupils to make good progress in lessons and throughout Year 1 and Year 2. This is an improvement since the last report.

The quality of teaching is consistently good in both year groups. All planning takes account of the literacy hour which teachers deliver well. Since the last report the pupils' swimming timetable has been changed. This means no time is lost from morning English lessons.

120. In lessons where teaching is good or very good teachers use their good subject knowledge to pose a wide variety of questions that challenge pupils to think harder and explain their ideas. For example, during guided reading a Year 1 pupil was asked to predict what would happen next and then asked to explain why he had arrived at that answer. This related directly to a school target, which is to improve pupils' inference skills when reading. Teachers also make good use of a wide range of resources, which help pupils understand and learn better. All teachers use a wide range of big books, fiction and non-fiction texts, which are well displayed on stands so all pupils can clearly see and join in during whole school class teaching. In their group work, good quality sets of books, a range of appropriate worksheets and word banks are used. Every Year 1 and Year 2 classroom has a designated area for literacy. The display has words, sentences, explanations and questions, which match the literacy work being taught at the time. Pupils use the display and resources to help them to independently complete their work.
121. Teachers use the support staff well. Teachers keep them fully informed of the planning and what part they play during the lesson. This results in pupils keeping on task and learning throughout the lesson. Teachers expertly manage the pupils' behaviour. They use praise regularly and frequently point out examples of good behaviour. Pupils are encouraged to have a go and develop their own ideas. This results in pupils behaving very well and having the confidence to tackle new challenges. Pupils are not afraid to make mistakes and enthusiastically join in the lessons. Consequently the relationship between pupils themselves and the teachers and support staff is very positive. They all value each other, which creates an atmosphere where everyone works together to do their best.
122. In the not so effective lessons the planned aims of the lesson were not always made clear to the pupils. On occasions the teacher strayed from the focus of the aims of the lesson so the pace slackened and pupils made little progress. Support staff were not always used effectively at the beginning of sessions. During group activities work given to some pupils was either too easy or too hard. This meant some pupils lost concentration and on occasions stopped working for part of the time. The plenary part of the lesson was not used effectively to either re-emphasise teaching points, allow pupils to reflect on and explain their learning or to provide feedback on their progress.
123. The good quality of teaching and the range of resources offered to the pupils during English lessons have a positive impact of their personal development. Through discussion, collaborative and group work the pupils develop good social skills. The use of a wide range of literature, artefacts and displays from different parts of the world help develop the pupils culturally. The moral elements from myths, legends and fables are used to reinforce the differences between right and wrong.
124. There has been good progress in the management of English since the last inspection. The present subject leader has enthusiastically taken on the role. There is now an overall

curriculum map and the co-ordinator with the senior management team monitors all planning regularly. The senior management team reviews pupils work every fortnight. The headteacher monitors the weekly planning. The subject leader has received training in classroom observation and now regularly visits other classes to review the teaching of English. She carries out a very detailed analysis of the National Curriculum test results and pupils' individual responses to test questions. This enables her to set challenging targets for the annual test results and to identify particular areas of English to emphasise when planning the pupils' work through the year. The progress of pupils is tracked and assessed so appropriate targets can be set for individual pupils. These targets are shared with the parents and they have the opportunity to review them with staff each term. Teachers also set short-term targets when marking the pupils' work. The Year 2 pupils can read and fully understand these targets but most of the Year 1 pupils are unclear about the system. The comprehensive target setting systems have had a direct bearing on the improvement in English since 1999. All the teachers and support staff are fully committed and work very hard to raise standards in English. There is a strong sense of teamwork. The subject leader, who is part of the senior management team, manages her subject well and is now ready to take the full leadership role in English.

MATHEMATICS

125. In the 2000 test results for seven-year-olds, the school had improved its results considerably. However the results were still well below compared with schools nationally and well below similar schools. The 2001 results show that the improvement has been sustained. There has been a significant 14% point improvement in the proportion of Year 2 pupils working at the level typical for their age that is Level 2. Overall standards in mathematics are now broadly in line with those found in primary schools nationally. This shows a considerable improvement since the last inspection.
126. The inspection took place early in the school year. In addition to the eleven lessons observed in Key Stage 1, evidence was gathered from the scrutiny of the work from both the previous year and the current term, an examination of the school's, subject folders, discussion with teachers, parents and pupils and examination of resources and displays.
127. The results of statutory assessments for seven-year-olds in 2000 indicated that the attainment was well below when compared to the national standard and well below pupils in similar schools. Evidence from 2001 national assessments, show that standards have improved and are now at least in line with the national averages. In the 2000 assessments there was a difference between boys' and girls' attainment, with boys' achievement being lower than that of girls. In the 2001 Key Stage 1 national assessments boys and girls achievement was similar. Evidence gathered during the inspection supports the view that standards in all areas of mathematics are in line with those typical for pupils of this age.
128. As the inspection took place early in the school year the school had kept examples of work from the previous year, to help inspectors make a judgement about attainment. An examination of this work and the present Year 2 books indicates that pupils in Year 2 have a wide range of attainment. The higher attaining pupils could recognise and count in twos, fives and tens. They can draw and name a number of two-dimensional shapes such as triangles, squares and circles and describe their properties. They can add two

amounts of money and identify the change from twenty pence. By the end of the year they can understand hundreds, tens and units. They can solve whole number problems involving multiplication and division and understand simple fractions. Lower ability pupils are able to read, write and order numbers to ten and carry out simple counting on activities.

129. There is evidence that the school is planning well for numeracy to be developed across the curriculum. For example, in geography, where pupils record their answers in a tables and lists. Work seen in books and on display within the school is neat and well presented and most was accurate.
130. In discussions with pupils most Year 2 pupils could identify the correct terms for different types of measures. For example appropriate use of terms in time, when the term second was appropriate against the use of the term hours or days. They were able to estimate what could be done in a minute. In Year 1 pupils can count on and back in twos and fives. The majority know their numbers to twenty and can add simple sums. They are currently performing slightly above that which would be expected for this early stage of the year.
131. Overall, pupils in this age group attain standards in the important skills of numeracy that are close to those found nationally.
132. The progress made by pupils in mathematics as they move through the school is good. There is evidence that since the consistent introduction of the elements of the numeracy strategy that mental skills have developed successfully and pupils make good progress. Booster activities are used in the spring and summer terms to raise standards. In most classes pupils with special educational needs and those with English as an additional language were well supported and made good progress.
133. Overall the quality of teaching was good. In the eleven lessons observed at Key Stage 1, teaching was judged to be very good in five lessons, good in five lessons and satisfactory in one. There was no unsatisfactory teaching. Examples of very good teaching were seen in both year groups. The quality of teaching has improved since the last inspection.
134. Teachers throughout the school are successfully implementing the National Numeracy Strategy. There is consistency in the use of the three recommended elements for each lesson. The mental and oral introductions are of high quality. Pupils are then set tightly focussed tasks, well matched to the ability of pupils. The closing part of the lesson is used effectively to establish how well pupils have understood and developed their thinking. Often additional teaching takes place to develop pupils even further.
135. In the best lessons, teachers have very good knowledge of numeracy. They produce good planning, clearly defined aims of the lesson and well-matched activities, which stimulate pupils to think. There is evidence of teachers assessing pupils' progress in lessons and using this information to refocus their planning and questioning. Teachers use their knowledge of pupils' progress productively to set individual developmental target for pupils which are shared with their parents. They are also recorded in their books as a constant reminder. All staff mark pupils' mathematics. In a few instances the

comments fail to support pupils sufficiently to understand how they can improve their work.

136. In lessons deemed to be satisfactory the use of support staff at the beginning of sessions lacked focus and a few activities were not well matched to the aims of the lesson.
137. Homework is used effectively to support pupil making maximum progress. Currently the school is developing this with Reception children and parents through the Impact maths project. Several parents are enthusiastically involved on a weekly basis in participating in a mathematics lesson with their child. They are then able to fruitfully extend the learning in the support they offer at home.
138. Pupils have very good attitudes to their work; they enjoy their lessons and show high levels of concentration and perseverance, which allows them to learn well. In lessons pupils were very well behaved and motivated to learn. They responded very positively to the tasks set. Pupils were well managed by all staff. Lessons were extremely well planned and catered for the abilities of all pupils. Teachers clearly shared the aims of the lesson with the class and provides access to well matched resources. Mental work sessions were well constructed and delivered at a lively pace making good use of a variety of teaching strategies. For example in a Year 2 class where pupils are challenged to count on and back in twos, fives and tens using the number fan apparatus.
139. Other resources such as number rods, whiteboards and flash cards were used very well to sustain the development of the lesson and to effectively support pupils' learning.
140. The 1999 and 2000 targets for mathematics were surpassed. The vastly improved results for 2001 have also surpassed the challenging targets set. In the light of these findings the school has rightly re-evaluated its 2002 targets and increased them. Teachers assess their pupils well and use this to modify their planning.
141. Mathematics is well managed by the co-ordinator who provides effective leadership for the subject. She continues to play an active role in leading and supporting the development of the subject throughout the school. The co-ordinator has written a good mathematics policy and advice on curriculum planning. Staff have been supported when necessary by the use of demonstration lessons and the co-ordinator has had the opportunity to work alongside her colleagues. This has been effective in developing moderation and consistency across the school. She regularly monitors planning and has received training in classroom observation skills. This has allowed her to effectively observe mathematics teaching across the school in conjunction with the headteacher and to feedback development points to all staff. The co-ordinator has analysed performance data from the statutory assessments and carried out an in-depth review of pupils' abilities to answer individual questions. She is well aware of what is needed to raise standards including the need to develop work for the higher attaining pupils.
142. Practical resources for mathematics throughout the school are very good. They are of good quality and are appropriately stored to allow pupils individual access. The school is currently developing its range of mathematical software in order to support the subject more effectively. A few lessons had planned opportunities for information and communication technology to support mathematical development. However, this is currently limited.

143. These judgements represent a significant improvement since the last inspection.

SCIENCE

144. Teacher assessments in science in 2000 indicated that attainment was well below that regarded nationally as typical for pupils aged seven. However, the proportion of pupils achieving the higher Level 3 is typical when compared with all schools.
145. When compared with similar schools, standards were more favourable with the proportion of pupils reaching Level 2 being below, yet being above those found typical for pupils reaching the higher Level 3. When observing the four strands of the requirements of science weaknesses were identified in all areas, including the vital area of investigative science.
146. In the two lessons observed in Years 1 and 2 during the period of the inspection and after looking at current and previous work in pupils' books analysing teachers' planning talking to pupils, class teachers and the co-ordinator. It is evident that standards have been improved significantly since the last inspection. They are now broadly typical with what is expected nationally. This judgement is mirrored in the 2001 results, which became available during the week of the inspection highlighting that standards were now at a level typical for pupils at the end of Year 2.
147. In Year 1 pupils identify parts of flowers and other plants. These skills are extended until by the age of seven, pupils know how animals and plants adapt themselves to the different environments of the hedgerow, woodland, water and grasslands and there is a good understanding of the conditions for growth, pollination, fertilisation and seed dispersal. Pupils have investigated materials and noted how they are more practicable for different uses. Whereas the youngest pupils choose materials to dress teddy on a rainy day, older pupils test the durability of materials and observed the effects of heat and cold on everyday materials. For example, when cooking, pupils are aware that irreversible changes take place. In Year 2 pupils consider the uses and dangers of electricity before investigating how to make simple circuits in order to light a bulb. All pupils are developing procedures for recording investigations, and in Year 2 pupils were expected to record their findings on a chart independently.
148. An analysis of the testing carried out by the school has highlighted strengths and weaknesses in science and indicated a significant difference between the attainment of boys and girls, which is now being addressed as an area for improvement. Although these differences were not apparent during the inspection the performance of boys remains a high priority in the School Improvement Plan (SIP), and has been shared with governors. Planning is now good with activities more closely matched to the needs of pupils including those with special educational needs and those for whom English is an additional language.
149. Pupils now have a wide range of experiences across the range of the National Curriculum requirements and planning has developed so that now there are effective procedures for planning what is to be taught. The development of using and applying skills, knowledge and understanding has been given a high priority since the last

inspection resulting in pupils learning science by exploring and investigating, rather than being given information and being told what is going to happen. Visits are given a high priority. A visit to a discovery park enabled Year 1 pupils to have hands-on experience to heighten their understanding of forces, and the use of a local wet area extended Year 2 knowledge and understanding of minibeasts and habitats. This good teaching strategy has contributed to a significant improvement in the quality of teaching and learning since the last inspection.

150. All pupils make good progress as they build on their skills, knowledge and understanding term on term and year on year. For example, in a Year 1 class, pupils were challenged to explore the force of the wind by using a range of simple materials to make a kite, and also to observe how bubbles are 'pushed and pulled' when caught on the wind. This understanding of forces was extended in Year 2 when pupils tested wheeled vehicles made during design and technology activities. This valuable experiment not only helped them to assess the quality of their designing and making, but also enabled them to extend their understanding of forces to investigate how far their vehicles travel when a slope is applied.
151. The weakness in the marking policy misses regular opportunities in science for teachers to praise pupils for achieving their targets, to inform them of the skills they have been using, and then to set targets for improvement.
152. There are good links with other areas of the curriculum. An artist in residence enabled pupils to express themselves using a range of materials, to produce a range of three-dimensional models following their visit to the local marshes. Science makes an effective contribution to developing literacy skills. Pupils are developing more precise observation skills; using a range of writing skills such as report writing and recording. Teachers promote good speaking and listening skills, which are enhanced by the very good behaviour observed in lessons. Pupils are encouraged to share their findings thus developing good speaking skills with an increasing use of accurate vocabulary. After being challenged to choose either a 'fixed' wheeled or a 'fixed' axled vehicle, one pupil was overheard to say of a vehicle which moved less freely, 'Look! It has fixed wheels and fixed axles'. Although no information and communication technology was used during the inspection week, details are included in the improved planning, used to record observations and to record data.
153. As only two lessons were observed during the inspection due to nature of the timetable it is not possible to make an overall judgement on the quality of teaching. However, in the two lessons observed teaching ranged from good to excellent. This high quality of teaching was characterised by good teacher subject knowledge, the challenging use of questioning to consistently check what pupils understood and could do. The qualities which characterised the excellent teaching were challenging pace throughout the lesson; optimum time being allowed for pupils to explore and investigate; and the effective use of support staff keeping their periods of inactivity to a minimum before targeting their skills to highly effective teaching activities. Of particular note was the use of a wide range of strategies to include a greater emphasis on developing decision making and promoting independent learning, for example, 'I don't know how to do it, you tell / show me.'

154. Teachers know their pupils well and this adds significantly to the quality of learning for all pupils particularly for those with special educational needs whose self-esteem and confidence is high. This is as a direct result of the value which teachers place on the contributions of pupils and the very good strategy to base new learning on the everyday experiences of pupils, and by building on what they already know. Pupils of all abilities make good progress in science and their work is well presented, as is the quality of their work in books.
155. Pupils responded enthusiastically in both the science lessons, and in each were given added responsibility. In the Year 2 class pupils were expected to record their own findings with pupils with special educational needs given appropriate, good support when needed. In both lessons pupils were highly motivated and enjoyed their investigations. They were able to work co-operatively in groups and enjoyed each other's company. Both activities contributed to pupils' spiritual development with Year 2 pupils demonstrating horror then excitement when a wheeled vehicle fell off the end of the table. Year 1 pupils could hardly contain their enthusiasm when they returned from exploring the effect of the wind on their bubbles.
156. Science is managed appropriately by the recently appointed subject co-ordinator. Appropriate curriculum guidelines are based on nationally produced materials but have not yet been closely matched to the needs of the school. Although she has monitored planning and reviewed work in pupils' books she has not yet been able to contribute to the raising of standards in her subject by monitoring teaching and learning in order to identify then share what is going well and what needs to be improved. She has ordered resources to ensure that consumable resources are available for the activities planned for the near future, but she does not have a long-term view of the allocation of funds nor has she developed management skills to carry through the ordering process. Resources are very good for all areas of learning and are well maintained. Joint planning, which includes support staffing is effective, but it would be prudent to review the organisation for science, for example, when exploring circuits or using more expensive resources, to ensure that resources are used effectively.

ART AND DESIGN

157. During the inspection, two art and design lessons were observed, both in Year 2. As a result there is insufficient evidence in which to make an overall judgement about the quality of teaching. However, examination of the pupils' work on display around the school, art and design planning documents, pupils' records of achievement, photographs and discussions with pupils and teachers suggest the standards in art and design are good and that all pupils make good progress. This is an improvement from the last inspection report when standards and progress were judged to be satisfactory.
158. Most pupils are able to work confidently with a range of materials, tools and techniques. They have an understanding of colour, pattern and texture. For example in a Year 2 class, pupils had painted with a toothbrush and improved their pictures with charcoal drawing, oil pastel shading and adding a variety of different pieces of materials. Their work had been inspired by a visit to the art gallery in Rugby. The pupils talked enthusiastically about the visit and could describe their favourite pictures but were unable to express their feelings as to why they liked particular pictures. Examples of

work around the school indicate that pupils apply the skills they have been taught very carefully to produce good quality images. Famous artists' works are often used as a starting point. Good labelling on displays and the teaching of key art and design words in lessons results in pupils using a good range of words appropriately. For example, in one Year 2 class the pupils could use words like shiny, stretchy, rough and see-through to describe the materials they were using for collage work. Pupils' ability to review what they and others have done is sound but they are limited when saying what they think or feel about art and design. They have difficulty explaining how they could improve their own work.

159. In the two lessons observed the teaching was good. The lessons were well prepared and planned. A variety of activities were used which were well balanced between the teacher's modelling techniques, the pupils working on their individual tasks and group discussions. Time was given for pupils to express their ideas to the class but there was little opportunity for them to explore and investigate on their own. However, pupils made good progress in developing their art and design skills. A member of support staff gave very good help during both lessons. She knew the aims of the lesson and skilfully helped all pupils to make good progress. During the class teaching she encouraged and prompted a pupil with special education needs which helped him take a full part in the lesson. Pupils with special educational needs and pupils who have English as a second language made similar progress to the other pupils.
160. Pupils' behaviour in both lessons was very good. This was due to a combination of good management by the teacher, very good support from the teaching assistant and the pupils' own very good attitude towards learning. The pupils were eager to answer questions and as a consequence progressed well. They concentrated very well throughout the lesson and co-operated very well when doing their practical work which enables them to learn effectively.
161. The very good relationships in the lessons observed where everyone, teachers, adults and pupils valued each others contributions is allowing pupils make good progress in their social development. The variety of art and design experiences provided, for example, using artists' work from around the world contributes to their cultural developments.
162. In the last year, pupils have experienced working alongside an artist. In Year 2, this included a visit to Brandon Marsh, which also linked to their science work. Pupils returned to school to use their first hand experiences and observations to produce large sculptured three-dimensional wild things. The resulting display linked science, English and art and design and is of a high standard. This experience enriches the art curriculum and has an influence on raising standards. Working with an artist in residence is a new development and the school has plans to make it an annual event.
163. Since the last inspection report the yearly and termly planning has been reviewed. The school uses the Qualifications and Curriculum Authority's scheme of work for art and design to inform their termly plans. This has enabled staff to plan more effectively so they can build on what the pupils know, can do and understand to ensure they make progress over time. The school has recently introduced a carousel method of organising afternoon lessons. Classes go, in turn, to different teachers for some subjects. This

ensures the content and delivery of subjects is consistent and pupils benefit from the expertise of different members of staff. It is too early to judge if this will result in raising standards but early indications are promising.

164. During the inspection there was little evidence to judge the quality of assessment in art and design. In the lessons seen, there was feedback by teachers to help pupils understand how they were doing and how to improve but no formal procedures were in place. However, in the annual reports to parents, teachers are able to explain the attainment and progress of the pupils. The brick wall assessment procedures seen at the time of the last report have been superseded by a commercial scheme, which records half termly assessments. This process has only just started. There was no evidence of marking pupils' artwork.
165. The art and design co-ordinator has only been in post since September. With the help of the headteacher she monitors termly planning while the headteacher monitors weekly planning. At present she has some understanding of art and design standards in the school but little understanding of the quality of teaching. The co-ordinator will need to develop her monitoring and evaluating skills if she is to play a full role in raising standards in art and design. This is a development area identified by the school.

DESIGN AND TECHNOLOGY

166. During the inspection three design and technology lessons were observed, two in Year 2 and one in Year 1. As a result there is insufficient evidence on which to make an overall judgement about the quality of teaching. As the inspection took place in October there was a limited amount of pupils' work available. However, examination of work on displays around the school, design and technology planning documents, photographs in pupils' records of achievement and discussions with pupils and teachers suggest the standards in design and technology are satisfactory and all pupils make good progress. This is similar to the findings of the previous inspection.
167. At the time of the inspection, Year 1 pupils were designing and making playground equipment. This topic had started with a visit to a local playground to see how the equipment worked. All pupils had produced a labelled design. The higher attaining pupils were confidently using saws, hole punches and glue to produce a card and wood model of swings and seesaws. There was a good match between the finished model and the designs. Support staff were working very well with the lower attaining and special educational needs pupils to help them produce their designs and models. They guided and prompted the pupils without telling them what to do, enabling all pupils to make good progress. In Year 2 all pupils had made sturdy vehicles with fixed wheels and axles. They could explain the purpose of their vehicle, for example Mine is for delivering milk so it doesn't need to be covered at the back and point out the features using appropriate words e.g. cab, axle and chassis. The vehicles were then used to link into a science lesson on fair testing which the pupils thoroughly enjoyed. There is a strong emphasis on design and making. There is less opportunity for pupils to develop their own ideas as the evaluation and improvement part of lessons.
168. In the lessons observed the quality of teaching was always satisfactory with a large proportion being good. Teachers planned well so lessons flowed at a good rate with a

variety of activities taking place. They used good questioning skills to challenge the pupils to think about their work thus increasing the pupils' knowledge and understanding of design and technology. Teachers were accurately using and teaching the key words which the pupils needed during activities to help them build up a better vocabulary. The support staff were very well used. They fully understood the aims of the lessons and so were able to support groups of children. In a Year 1 lesson, a group of pupils with special educational needs were skilfully kept on task ensuring that they completed their labelled design, of which they were proud. Each child in the group was given appropriate help at the right time so all pupils made good progress.

169. Pupils have very good attitudes to the subject and they learn well. They are eager to join in and obviously enjoy the practical nature of the subject. They were very pleased and proud of their achievements in model making. During the lessons seen they worked co-operatively, sharing equipment and helping each other which allows them to make good progress.
170. Since the last inspection, design and technology planning has been reviewed. There is now a yearly overview plan and the Qualifications and Curriculum Authority's scheme of work forms the termly plans from which the teachers plan their lessons. This has improved the consistency of what the pupils learn and what the teachers teach in each class. The recently employed carousel timetable for the afternoon lessons in Year 2 means that all Year 2 pupils are taught by different staff for some subjects. This means the pupils benefit from teachers' different expertise. It is too soon to judge if this is raising standards even further.
171. During the inspection there was little evidence to judge the quality of assessment. In lessons seen teachers gave feedback during whole class activities and individually as they worked with groups of children. However no formal written procedures were in place. School reports to parents indicate teachers do assess pupils as attainment comments are written for the design and technology section. A commercial scheme for recording half termly assessments has just been introduced and is beginning to impact positively on tracking pupils' progress and informing future planning. There was no evidence of pupils' design and technology work being marked.
172. The co-ordinator only took up her post in September. The senior management team have been monitoring the yearly planning and looking at pupils work so there is a view of how well design and technology is taught and how well pupils learn. However, for standards to rise, the role of the co-ordinator needs to be developed. At present she has little understanding of the strengths and weaknesses in her subject. She is keen to develop her new role and committed to playing a leading part in the team to improve standards. The school has identified this as an area for development and the co-ordinator has already started training alongside the headteacher.

GEOGRAPHY

173. Although only two lessons were observed during the inspection, after having spoken to pupils and the subject co-ordinator; observed planning and checked the quality of pupils' previous and current work and displays, evidence indicates that standards have been

improved since the last inspection and are now good.

174. Curriculum guidelines, based on national recommendations, are now in place, enabling regular and progressive gains in knowledge and understanding term on term, and year on year. In the two lessons observed, pupils used geographical terms well. Pupils in Year 1 study places and landmarks within the locality such as church, school, and post box and develop good mapping skills. They are encouraged to explain how to get to different places in the school by studying photographs and are challenged to describe what they pass on route. There is evidence of good understanding. Pupils give clear instructions and use their developing language skills well. These skills are extended effectively, when in Year 2, pupils compare and contrast features, locations and directions on the island of Struay with those experienced in Brownsover.
175. Pupils in all year groups have developed skills and attitudes to care for the environment. Whilst Nursery children have planted trees and added to the National Forest, and younger pupils have cared for the school grounds and been made aware of litter. Older pupils have shared their likes and dislikes, and improved their environment by raising the profile of road safety and recycling.
176. In the two lessons observed teaching ranged from good to very good. Where the teaching was very good, the pace of the lesson was brisk, and very good questioning challenged pupils to think for themselves. Overall, activities were well matched to needs of all pupils including those with special educational needs and those for whom English was an additional language. All pupils made good progress; they enjoyed their activities, showed very good attitudes and learned enthusiastically. They worked well together and were eager to share their findings. All pupils, especially the higher attainers, thrived when given responsibility to work independently, as when using information and communication technology to extend their knowledge of the island of Struay. Opportunities were missed in this topic to enable pupils, especially those higher attainers, to use the library in order to extend their knowledge and understanding by developing independent research and study skills rather than just responding to the information provided by the teacher.
177. The management of the subject is being developed and currently the senior management team are effectively monitoring pupils and progress.
178. Resources have been well maintained, and are used effectively. The use of support staff is often very good. It is least effective at the beginning of lessons when teachers are making whole class introductions. It is at its best when classroom assistants are given the responsibility for teaching group activities.

HISTORY

179. Standards have been maintained since the last inspection and remain typical for pupils by the age of seven. Overall progress is satisfactory for all pupils including those with special educational needs and those for whom English is an additional language. Although no lessons were observed during the inspection, a judgement has been reached after talking to pupils and the subject co-ordinator, observing planning, viewing displays,

and checking pupils' work from last year.

180. Curriculum guidelines, based on national recommendations, are now in place, enabling regular and progressive gains in knowledge and understanding. By the age of seven, pupils have investigated what makes someone famous and know famous people such as Florence Nightingale and Guy Fawkes. Pupils are developing a range of writing strategies, which include reporting in a newspaper style to recount the Great Fire of London. These events are plotted on a time line as are other experiences such as their birth and the opening of the school. Younger pupils have plotted events during their short life span, and gained knowledge and understanding of the links between events by considering themselves and their families.
181. Although it is not possible to comment on the quality of teaching, planning indicates that there is an emphasis on skill development and that these skills are built on term-by-term and year-by-year. There is an improvement in the acquisition of skills including the development of historical enquiry through first hand and documentary evidence. Pupils compared the similarities and differences between earlier societies and the present. A visit to St John's museum enabled pupils to gain a greater awareness of the social conditions of the Victorians when they explored the strictness of classroom conditions and yesterday's technology – 'the dolly tub'. Pupils know about the early hospital conditions of the Crimean War, and the improvements because of Florence Nightingale. They have also compared the similarities and differences between hospitals then and now.
182. The co-ordinator's role is developing. Currently the co-ordinator maintains an overview of the subject by evaluating planning, observing pupils' books, and by contributing to the raising of standards by observing teaching and learning. There has been little opportunity to take responsibility for financial budgeting. Resources are very good and there is an appropriate range of CD-ROM, photographs and books in the school libraries. Strategies are being developed to create more opportunities for pupils to investigate their own interests through the greater use of information and communication technology and the school library to extend study and research skill.

INFORMATION AND COMMUNICATION TECHNOLOGY

183. By the end of Key Stage 1, pupils attain standards that are in line with national expectations. The school has improved its provision since the last inspection where standards were below those expected. The school has tried hard to keep pace with new technology, and to deliver the full curriculum to its pupils despite a lack of computers and printers and lacking an information and communication technology suite. Recently, however, it has been successful in attracting funding to this end, which will enable pupils to develop their computer skills still further. Presently pupils benefit considerably from the computer banks near to classrooms, where pupils have the opportunity to practice their skills during the course of everyday lessons. As a result, all pupils make satisfactory gains in learning.
184. By age seven, many pupils understand how to search for information on their geography lessons using CD-ROMs. Most pupils know how to log on and off the computer, how to retrieve their own files, and how to edit their input. They know clearly how to save

their work and how to print it, successfully changing font, style or colour. When using the computer for word-processing poems and stories, they have good keyboard skills and are confident users. They use tape recorders enthusiastically to record their work or to listen to stories; they enjoy explaining to visitors the benefits of modern technology, for example using microwave ovens and liquid-crystal display on video recorders. Above average ability pupils explain the benefit of using the Internet to find information. Pupils use simple spreadsheets competently to record their mathematics or science results.

185. An area of weakness is the timetabling of information and communication technology where, because of limited hardware, pupils often have to wait some time before they can practise what they have been taught. Lower ability pupils, those with special educational needs and those who are at the early stages of learning English would benefit further from practical application soon after the teaching skill sessions, which are generally of a high standard. Teachers make good use of the hardware they have available to support other curriculum areas in the classroom.
186. A strength in the subject is the use of computers during lunchtimes. Pupils are very enthusiastic and use their time very well to practise computer skills using a variety of programs. They persevere when practising what they have recently been taught in class and often show disappointment when lunchtime sessions come to a close. The pupils treat the equipment carefully and say how they benefit from this activity.
187. Teaching is satisfactory. Teachers understand the information and communication technology curriculum, they plan effectively taking into account the limited number of computers available to the class. They use pertinent questioning to assess what pupils' have learned and are always on hand to support less able pupils.
188. The headteacher and co-ordinator are both aware of the pressing need to improve provision in discrete information and communication technology lessons and have made very relevant plans to this end. Monitoring of the subject has shown areas for future development in pupil's learning. There has been limited opportunity to observe classroom practice or to take responsibility for financial planning. Appropriate staff training has ensured that teachers and staff have relevant and up to date knowledge of information and communication technology.

MUSIC

189. During the inspection only two music lessons were observed, one in Year 1 and one in Year 2. There was little additional evidence available. Planning documentation, discussions with teachers and pupils and hearing the pupils singing during assemblies and hymn practice provided some evidence but not enough to make firm judgements about teaching and pupil progress in Key Stage 1. The evidence suggests that the standards in music are similar to those expected nationally and pupils make good progress. This is similar to the findings of the previous inspection with some improvement in the consistency of progress the pupils make during their time in Key Stage 1.
190. In both lessons observed the pupils made at least good progress with very good progress being made in one lesson. In one lesson the pupils practised the skills of using their

voices quietly or loudly responding to the teachers' instructions and hand signals. As a class they investigated the sounds of some instruments, for example, wooden blocks, chime bars and symbols to decide which were appropriate to represent a character or event in a story. By the end of the lesson they had composed a musical accompaniment to the reading of the story using instruments and their voices. The whole class successfully performed with accuracy and great enjoyment. The two support staff appropriately helped the pupils with special educational needs so they took a full, active part in the lesson and made similar progress to the other pupils. During one school assembly a group of five pupils played their violins. The playing was of high quality and all in the group played confidently. All pupils in Key Stage 1 are offered the opportunity to learn to play the violin. Singing was better in the lessons seen than during assembly where it was satisfactory.

191. The teaching in lessons seen was good and very good. The planning was detailed with clear learning aims so the pupils knew what they had to do and what they were learning. Some very good activities were planned by the teachers and which encouraged active listening skills. Pupils made very good progress in this area of their learning. The teachers' expectations were high and their skilful delivery of the lessons ensured the aims were well met and pupils made good progress. The standards achieved in these lessons suggest that over time the pupils should achieve above the national average expectations.
192. Behaviour in lessons was always good and often very good. Teachers appropriately and sensitively managed pupils who have learning and behaviour difficulties. All pupils were very eager to take part in the lessons and were obviously very proud of their achievements. They really enjoyed the lessons and they made good gains in their learning.
193. The review of documentation shows the pupils experience a range of activities using music from other lands and cultures. Good links are made with other subjects particularly in English (speaking and listening), science and dance. Visiting musicians also enrich the music curriculum. For example, a Renaissance Baroque Ensemble will soon be performing in the school. In Year 1 there is an instrumental club and a recorder club for Year 2. All these events and activities add breadth and balance to the music curriculum. Pupils also perform locally at the residential care home and for the residents of the nearby sheltered accommodation. These activities not only raise pupil attainment in music but also develop their social and cultural skills.
194. The school has good music resources, which are at present kept in the music room. Plans to close the music room mean the resources will be moved into the main school building. This will have the advantage of the resources being available to pupils at all times to support the development of their independent and creative work.
195. Since the last inspection a review of yearly, termly and weekly planning has taken place. Better plans are now in place. The school uses the Qualifications and Curriculum Authority's scheme of work for their termly planning. This has ensured all aspects of music are taught and that the pupils have regular opportunities to progressively develop their musical skills.
196. At present the headteacher is the music co-ordinator and has a clear view of the

strengths and weaknesses of the subject. No structured monitoring of music teaching has taken place but some performances and a few lessons have been observed so there is an informed view of the quality of teaching. To further raise standards in music the co-ordinator's role needs to be developed and more formal systems to assess pupil progress and the effectiveness of the curriculum and its delivery need to be introduced.

PHYSICAL EDUCATION

197. During the inspection only two lessons were seen. In addition, teachers employed by the local leisure centre taught a swimming lesson observed. Examination of documentation, photographs, pupils' records of attainment, observing the football club and discussions with teachers and pupils provided more evidence but not enough to make firm judgements on the overall quality of teaching and the progress pupils make in Key Stage 1. The evidence suggests the overall standards in physical education are similar to those found nationally, with swimming and dance standards above national expectations. The pupils appear to make overall good progress. This is an improvement since the last inspection report.
198. In both lessons seen the pupils made good progress. The pupils handled equipment and apparatus safely. They co-operated well and waited their turn when working in groups. During the gymnastics lesson pupils were confidently able to transfer the skills they had practised during floorwork to work on the apparatus. In the games lesson pupils practised travelling with a ball. They improved their ability to bounce, catch and dribble on a large ball and their hopping and jogging techniques. By the end of the lesson one higher attaining pupil was able to continuously bounce a ball while hopping around a short zigzag route. Pupils were able to recall the different ways they could travel and make simple evaluations of how hard or easy they found the activities.
199. The teaching in both lessons was good. Planning was detailed, with a variety of activities that led on from previous lessons. This ensured the pupils were given the opportunity to progressively develop their skills. Teachers used good, technical vocabulary, which not only helped with pupils' physical education development but also improved literacy skills. Support staff were well planned into the lessons so they knew how to help the pupils with whom they were working. This resulted in pupils with special educational needs making similar progress to that of all pupils.
200. During the swimming lesson there was very good support by the school staff. They were very well organised by the teacher to support the pupils in different ways. Consequently all pupils made good progress and one pupil with special educational needs improved his breaststroke and leg kick quite dramatically with the help of one support staff who worked in the water with him. The pupils were securely and safely taken to and from the swimming pool due to the high standard of care shown by the teacher and support staff.
201. Pupils' behaviour and attitudes to learning in physical education are good and often very good. The pupils are enthusiastic and eagerly persevere to improve their skills and this enables them to make appropriate gains in their learning. Relationships between pupils, teachers and support staff are very good. They all value everyone's contribution and praise and encourage each other. Teachers' sensitive, positive handling of pupils'

personal development helps to build confidence, self-esteem and teamwork skills.

202. Facilities for physical education have been maintained at a good level since the last inspection. The school uses Top Play as part of their games curriculum and that has provided more equipment to support games activities. The outdoor areas remain the same and are used regularly during lessons. The football club and the integration of the football coach into Year 2 lessons makes a good contribution to the curriculum. Last year pupils took part in a multicultural dance festival, led by the Physical education co-ordinator, working with another member of staff. A group of pupils created and performed a ten-minute dance entitled 'The Rain Forest'. This involved work in dance, art and design, music and English is a very good example of how the school is developing links between subjects to help raise standards. It also had an influence on the social, moral, cultural development of the pupils.
203. Since the last inspection the planning and the content of the curriculum has been further developed. For example by introducing 'Top Play'. The swimming timetable has been re-negotiated so it now takes place during the afternoon. The pupils travel during the dinner hour so less time is taken from the school day. This results in a better time allocation for all subjects. However, there are long periods of time when some aspects of physical education are not taught. For example, gymnastics is not taught for two and half terms.
204. The co-ordinator is enthusiastic and committed to raising standards in her subject. She has been given the opportunity to develop her own expertise and she keeps other staff updated. Working with the headteacher she has developed her classroom observation skills and observed teaching in every class. She monitors yearly and termly plans. Using all this information she knows the strengths and weaknesses in her subject. She is now eager and ready to take the full responsibility to lead, as well as manage, her subject.

RELIGIOUS EDUCATION

205. By the age of seven, pupils reach standards that are in line with the locally agreed syllabus. The school has maintained standards in the subject since the last inspection. Pupils, including those with special educational needs and those who are at the early stages of learning English, make satisfactory gains in their learning and achieve to a satisfactory level.
206. The programme is well thought out, ensuring that pupils develop their understanding of other faiths and traditions effectively as they move through the year groups. The curriculum plan has recently been revised to appropriately include more instruction about Christianity. By the end of the key stage, pupils can explain the main features of the Christian faith and appreciate the significance of a church, the cross, Easter and Christmas to Christians. Equally, they know about other holy books and of festivals such as Divali. Whilst standards are appropriate, they could be further strengthened if greater scope was to be given to pupils to discuss and relate the messages within the different faiths that they explore with their own everyday circumstances and experiences.
207. Not enough lessons were seen to make a judgement on the quality of teaching. In the two lessons seen teaching was good. In these lessons teachers had good subject

knowledge, asked well-structured questions and used their knowledge of the pupils to plan appropriately structured work. Teachers in planning work, ensure that the guidance materials in the locally agreed syllabus underpin the work effectively. A central library area is devoted to religious education, here books and religious artefacts from different traditions are displayed interestingly, enabling pupils to develop their understanding of the significance that such artefacts have to different faith groups. The planned use of this area is limited. Visits to places of interest, such as the local church complement provision further, and different festival days are discussed and shared with pupils in assemblies, adding further to the secure status the subject holds in the school.

208. Management of the subject is satisfactory. The newly appointed co-ordinator has reviewed the syllabus and has made appropriate plans to improve the subject. She has begun to monitor the quality of teaching, but has yet to develop monitoring of the curriculum.