

INSPECTION REPORT

EARLSWOOD INFANT AND NURSERY SCHOOL

Redhill, Surrey

LEA area: Surrey

Unique reference number: 124987

Headteacher: Mrs J Constable

Reporting inspector: C D Loizou
18645

Dates of inspection: 9 – 11 October 2000

Inspection number: 224864

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	St. John's Road Redhill Surrey
Postcode:	RH1 6DZ
Telephone number:	01737 765125
Fax number:	01737 763306
E-mail address:	info@earlswood.surrey.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Breathwick
Date of previous inspection:	28 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
C.D.Loizou (18645)	Registered inspector	English as an additional language History Music Religious education	The school's results and achievements. How well are pupils taught? How well is the school led and managed?
J. Mynett (9334)	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
I.C. Stainton-James (27061)	Team inspector	Under fives English Design and technology	How good are the curricular and other opportunities offered to pupils?
J.F. Royle (20767)	Team inspector	Equal opportunities Information technology Physical education	
K.R. Wood (7813)	Team inspector	Special educational needs Mathematics Art	
S. Croft (31222)	Team inspector	Science Geography	

The inspection contractor was:

PkR Educational Consultants Limited.
6 Sherman Road
Bromley, Kent
BR1 3JH

Tel: 020 8289 1923/4/5
Fax: 020 8289 1919

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division, The Office for Standards in Education
Alexandra House
33 Kingsway,
London.
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the town of Redhill in Surrey. The surrounding houses are a mixture of rented and private accommodation. The school is an infant school which occupies a large site comprising of three buildings, one of which is a self-contained nursery. There are 253 pupils on roll between the ages of 4 and 7 years. This is above average for schools of this type. The nursery also admits up to 70 part-time children (35 full-time equivalent) at the start of the school year in which they will be four years of age. There are three reception classes with 90 pupils who started school at the beginning of the school year in which they will be five years of age. The number of pupils eligible for free school meals is approximately 9%, which is below the national average. There are 85 pupils (29%) on the school's special educational needs register, which is average. Some pupils (11%) are learning English as an additional language and some of these are at an early stage of English language acquisition. At the time of the inspection the children under five on entry to the school in the reception classes covers a wide range of ability and is average overall.

HOW GOOD THE SCHOOL IS

The school provides a good standard of education. Standards in speaking, reading, mathematics and art are above average and in other subjects they are in line with those expected for pupils' ages. The pupils achieve well and make good progress in literacy and numeracy. The teaching is good overall with a significant proportion that is very good. The children in the nursery and reception classes settle into routines quickly and they are very well provided for. The school is well led and managed and there are good plans in place to develop the school further. The school now needs to raise standards further in writing and improve pupils' independent and listening skills. Parents think highly of the school and are particularly pleased with its openness and the way it receives them and their children. The school gives good value for money.

What the school does well

- The provision for children in the nursery and reception year is good, enabling them to settle into routines and achieve well.
- Standards in speaking, reading, mathematics and art are above average.
- The pupils with special educational needs and those learning English as an additional language make good progress.
- Relationships are very good, behaviour is good and the pupils are well cared for.
- The teaching is good and a large proportion is very good. Literacy and numeracy are well taught, enabling the pupils to achieve well in reading and mathematics.
- The school is establishing good links with parents and the local community.
- The school is well led and managed.

What could be improved

- Pupils' listening skills in Key Stage 1.
- The standard of extended writing so that more pupils achieve higher levels of attainment.
- Pupils' independent and personal skills. More should be done in practical work to provide the pupils with opportunities to investigate and apply their knowledge and understanding.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection. The newly constituted Governing Body, together with the new headteacher, have put in place good plans for the future development of the school. Monitoring and evaluation of teaching and learning programmes are becoming a well established feature of the school's work. All of the issues raised in the last inspection have been dealt with but more needs to be done to further raise standards in writing. The teaching has improved because teachers and support staff have adopted effective planning systems and schemes of work in all

curriculum areas. The school is now well placed to make further improvements and raise standards further.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
Reading	C	A	B	C
Writing	C	C	C	E
Mathematics	B	B	C	D

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The results of the 1999 end of key stage national tests for seven year-olds show that the pupils' attainment in reading was above the national average and compared with similar schools it was average. In writing and mathematics, the results show that attainment was in line with the national average but compared with similar schools it was below average in mathematics and well below average in writing. The main reason for this was that too few pupils achieved the higher level (Level 3) of attainment expected for their age. Taking the four years 1996 to 1999 the performance of pupils in reading was above the national average and the performance in writing close to the national average. The 2000 test results indicate a similar pattern with an increasing proportion of pupils achieving the higher levels in reading and mathematics but too few are scoring the higher level of attainment (Level 3) in writing.

Inspection evidence indicates that standards in speaking, reading, mathematics and art are above average. In all other subjects attainment is in line with that expected for pupils' ages. The pupils achieve well and make good progress in speaking, reading, number work, art, design and technology, geography and history. They make satisfactory progress in all other subjects. Boys and girls are achieving similar standards in writing and mathematics but in reading the trend over the last four years reading standards have improved more than girls. At the time of the inspection boys and girls were achieving similar standards in all subjects. Attainment in science is average but in experimental and investigative work it is below average. In practical mathematics and science lessons the pupils are not being given sufficient opportunities to plan, organise and apply their knowledge and understanding or to take responsibility and show initiative when problem solving. The school has rightly focused on improving independent and extended forms of writing as too few pupils are achieving higher levels of attainment in this aspect of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils try hard and are interested in their work.
Behaviour, in and out of classrooms	Good. The pupils are polite and courteous. Some pupils find it difficult to listen to others in larger groups.
Personal development and relationships	There are very good relationships throughout the school. Personal development is satisfactory but more could be done to enable the pupils to show initiative and take responsibility.
Attendance	Good. The pupils are punctual and enjoy coming to school.

The pupils are polite, well behaved and friendly towards each other. Relationships are very good throughout the school because the pupils are well cared for, valued and respected. The headteacher is keen to establish consistent routines that enable the pupils to take on personal responsibilities, to show initiative and manage themselves without relying too heavily on adult direction or intervention.

TEACHING AND LEARNING

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

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

The teaching is good with a significant proportion that is very good. In ninety-eight percent of the lessons observed it was satisfactory or better and unsatisfactory in only two percent. The teaching was good or very good in seventy-two percent of the lessons observed, thirty-seven percent of the teaching was very good or better. The teaching of the children under five in the nursery and reception classes is good overall. This is having a positive impact on the children's level of achievement in all areas of learning. The quality of teaching has improved since the last inspection because a larger proportion than last time was judged to be very good and very few lessons were unsatisfactory. The teaching is clearly having a positive effect on standards achieved in reading and numeracy and from the most recent national test results (2000) an increasing proportion of higher attaining pupils are achieving standards in these tests that are higher than expected for their age. The school has rightly focused on pupils' achievement in writing as a focus for improvement as too few pupils are exceeding the levels expected for their age.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good overall but writing should feature more prominently across the curriculum. Literacy and numeracy lessons are well planned. More could be done to provide more practical and investigative work in mathematics and science. There is a good range of extra-curricular activities planned which include art, music and physical education.
Provision for pupils with special educational needs	Good overall. Their progress is monitored well enabling the pupils to make good progress.
Provision for pupils with English as an additional language	Good provision is made for these pupils. Sessions are well planned and managed. There are good monitoring procedures in place to ensure that the pupils make good progress in their language development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The pupils are provided with opportunities to reflect in assemblies and during discussion sessions in lessons. Cultural development is good as the school is successful in developing greater awareness of other cultures, customs and beliefs.
How well the school cares for its pupils	The pupils are well cared for and the teachers monitor their academic progress well. More could be done to encourage greater independence.

The curriculum and provision for children in the foundation stage is good. Activities are well planned and the children's progress is monitored very well. The curriculum in the rest of the school is well planned, this is an improvement since the last inspection. Assessments are made of the pupils' progress and teachers use the information to modify and improve their planning. Activities are relevant and draw on the pupils' experiences. More could be done to encourage the pupils to be more independent and as they progress through the school to become less dependent on the direction of adults, showing initiative and taking on responsibilities. The after-school club night provides a good range of activities for older pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good and effective leadership. In a short time she has established good relationships with parents and the local community. She is well supported by her deputy headteacher and senior staff.
How well the governors fulfil their responsibilities	The governors provide good support. They have just been constituted to manage the school in its own right and have already established effective and positive working relationships with the headteacher and staff.
The school's evaluation of its performance	Satisfactory. Governors' monitoring procedures have just been established since the recent appointment of the headteacher.
The strategic use of resources	There is a good range of resources, including a well stocked library, and these are accessible to pupils and staff.

In the short time the headteacher has been in post she has managed the school well and established effective routines and procedures with governors to monitor the work of the school. She is very well supported by her deputy headteacher, whose very good teaching and knowledge of the school and its pupils is being put to good effect in helping all the staff to work as a team. The school's finances and administrative procedures are well managed but more could be done to introduce and use new technology to enable the headteacher to make more effective use of her time when monitoring budgets, pupils' progress and routines. The governors have recently been appointed to manage the school in its own right and are often seen in school supporting and working with the staff and pupils. The headteacher, governors and staff are clearly committed to raising standards further and to working in partnership with parents so that the pupils are supported both at home and in school.

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 behaviour of the pupils. The quality of teaching. The school is welcoming and they are comfortable when coming in to ask questions or deal with problems. The school expects their children to work hard and achieve well. The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> The provision for extra-curricular activities.

The inspection findings support the parents' positive views of the school but agree that more could be done to encourage the pupils to become responsible and to show initiative. There is a good range of extra-curricular activities provided by the school during the weekly club night. Many parents are pleased with the leadership shown by the newly appointed headteacher and feel that the school is welcoming and receptive to parents and carers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the 1999 end of Key Stage 1 national tests for seven year-olds show that the pupils' attainment in reading was above the national average and compared with similar schools it was average. In writing and mathematics, the results show that attainment was in line with the national average but compared with similar schools it was below average in mathematics and well below average in writing. The main reason for the low comparisons with similar schools in writing and mathematics was that too few pupils achieved the higher level (Level 3) of attainment expected for their age. Taking the four years 1996 to 1999 the performance of pupils in reading was above the national average and the performance in writing close to the national average. The 2000 test results indicate a similar pattern with an increasing proportion of pupils achieving the higher levels in reading and mathematics but too few are scoring the higher level of attainment (Level 3) in writing.
2. The levels of attainment for children who enter the school in the nursery and reception classes is average. They make good progress overall, and are in line to achieve the Early Learning Goals in all areas of learning. By the time they start Key Stage 1 in Year 1 their level of attainment is average in reading, writing and mathematics. The children in the foundation stage, both in the nursery and reception classes, make good progress and achieve well because the teaching of literacy and numeracy is particularly effective. More able pupils in the reception classes write their names unaided and are beginning to develop independence in their writing; many are able to write simple phrases and sentences. In mathematics the children under five make good progress, recognising numbers, shapes and coins. Many are able to order numbers to 20 and beyond and in the nursery the children are developing a good range of mathematical language through rhymes and songs associated with numbers and shapes.
3. In Key Stage 1 the pupils continue to make good progress in speaking, reading and numeracy. They make satisfactory progress in listening and writing, but there are too few opportunities provided for the pupils to focus their listening in a group. In writing there is a weakness in the structure and use of a wider vocabulary in pupils' writing. This is sometimes affected by the over reliance on worksheets when recording work across a range of subjects. Those pupils with the potential to achieve higher standards in writing are not being given enough opportunities to record their work in subjects such as history, geography and science because this is usually limited to filling in words on worksheets with little scope for extended writing. In mathematics attainment is above average because numeracy skills are well taught across the school. In other aspects of mathematics, such as shape, space and measures, standards vary because there is less emphasis on practical and investigative work. Much of this work is adult-led with little scope for pupils to work independently applying their good knowledge of numbers to practical tasks and problem solving.
4. In science, attainment is average at the end of Key Stage 1. The pupils make satisfactory progress overall but there is little scope for pupils to undertake investigative and experimental science where standards are lower than in other aspects of the subject. This is very much related to the way that lessons are managed, with teachers usually prescribing the tasks with predictable outcomes. The new headteacher is aware that the school needs to provide more opportunities for the pupils to plan their own work using the knowledge and understanding gained in previous science lessons.

5. Standards in information technology meet expectations by the time the pupils finish Key Stage 1. Good use is made of computers and programmable toys to provide the pupils with a balanced programme of activities. Pupils have also had good experiences across a range of topics and subjects which have enabled them to use a word processor, *e-mail* notes and messages to other pupils in neighbouring schools and to communicate using computers, tape recorders and cameras.
6. The pupils make good progress and achieve well in art, design and technology, geography and history. They achieve the standards set in the locally agreed syllabus for religious education and make satisfactory progress because the pupils experience a range of topics, learning about different cultures and belief systems. The pupils make satisfactory progress in other subjects of the curriculum achieving the standards expected for their age. In art, they achieve higher standards than expected because the curriculum is varied and broad and the teaching enables the pupils to experience a range of two and three-dimensional art using a wide range of resources and media.
7. The provision for pupils with special educational needs is good and most pupils achieve standards that are often above their capabilities with the result that the number of pupils who achieve Level 2 in the school is high when considered against the number of pupils with special educational needs. The pupils for whom English is an additional language also make good progress and their attainment is in line with the majority of pupils in the school. The introduction of 'booster classes' in Year 2 is beginning to have a positive impact on pupils' performance, especially in national tests. These enable all pupils, including those who are in the early stages of English language acquisition, to improve their work when working in groups and classes where the teaching is focusing on their particular learning needs. The school makes good use of specialist staff who have experience of teaching pupils who are learning English as an additional language.

Pupils' attitudes, values and personal development

8. Pupils demonstrate positive attitudes to school and their learning. Parents were particularly pleased by the way the school was helping their children to become mature and responsible, and that good values were promoted by the high expectations of the staff. Pupils enjoy school. They are enthusiastic, eager to contribute, generally well motivated, and keen to participate both in lessons and other activities in and around school. The youngest children who had recently joined the nursery were observed concentrating on their tasks and activities for extended periods. However, in the small number of lessons where pupils do not understand, or the pace is slow with over-extended sessions on the carpet, a small number of pupils become restless and distracted. Children under five in the nursery and reception class, show a confident approach to work and in their relationships with each other. They are developing good social skills and are eager to investigate, exploring new learning opportunities. The children in the foundation stage generally work and play well together, sharing their resources.
9. The school has an appropriate focus on promoting good behaviour in and around the school, and when the assertive discipline strategy is used consistently it is effective. Pupils are usually courteous and polite. They are happy to talk about what they are doing and show their work to visitors. Behaviour is good. This is particularly apparent when pupils are well focused and engaged in their tasks and activities. Pupils are aware of the school rules and ways of getting on. Ninety-six per cent of parents who responded to the pre-inspection questionnaire thought the school promoted good standards of behaviour. There is little evidence of bullying or oppressive behaviour.

However any incidents which do occur, are taken seriously and dealt with promptly and effectively. There have been no exclusions in the school.

10. Relationships in the school are very good, both between staff and pupils, and amongst the pupils themselves. Where the opportunities are offered, pupils work well together in pairs and in group situations, and this harmonious atmosphere promotes a good working environment and has a positive impact on learning. They listen to each other and are happy to talk about their feelings, with pupils respecting others' opinions, values and beliefs. The very young children in the nursery are developing a good moral code, knowing how their actions affect others. The clear aims and ethos of the school promote good values and respect for each other, and are reinforced by the good role models of the staff. Opportunities to develop the pupils' independent learning and promote their personal development are satisfactory. In the nursery and reception classes pupils are encouraged to make choices, and take responsibility for their own learning, helping them to develop their initiative and investigative skills. However there are fewer opportunities in Years 1 and 2.
11. Pupils are very willing to undertake positions of responsibility when it is offered. They return the registers after registration, willingly act as class monitors responding well whilst helping out in classrooms, and clearing up after lessons without much prompting. However other opportunities for promoting their personal development have not been fully explored. For instance, staff serve pupils at lunch time preventing further opportunities for them to develop their independence by queuing up to get their own meals.
12. The levels of pupils' attendance are good. The level of attendance is above the national average, with only one pupil recorded with unauthorised absences. There are a small number of parents who are taking their children on extended holidays in term time, which is reflected in these figures. Although there is an informal start to the day with parents often bringing children into the classrooms, the start of day is orderly and efficient.
13. The class registers are not being completed correctly by all staff. Teachers are not going back to confirm when letters or messages from parents have been received, and therefore whether absences are authorised or unauthorised.

HOW WELL ARE PUPILS TAUGHT?

14. The teaching is good with a significant proportion that is very good. In ninety-eight percent of the lessons observed it was satisfactory or better and unsatisfactory in only two percent. The teaching was good or very good in seventy-two percent of the lessons observed; thirty-seven percent of the teaching was very good or better. The quality of teaching has improved since the last inspection because a larger proportion than last time was judged to be very good and very few lessons were unsatisfactory. The teaching is clearly having a positive effect on standards achieved in reading and numeracy and results from the most recent national test results (2000) show that an increasing proportion of higher attaining pupils are achieving standards in these tests that are higher than expected for their age. The school has rightly focused on pupils' achievement in writing as a focus for improvement.
15. The teaching of the children under five in the nursery and reception classes is good overall. Half of the teaching seen was very good or better. This is having a positive impact on the children's level of achievement in all areas of learning. In the nursery the staff work very well as a team and the planning is clearly set out enabling the teachers

and nursery nurses to support individuals and groups of children. The most effective aspects of the teaching relates to the development of language and personal skills. The children are provided with a good range of practical experiences, often enabling them to develop independence and confidence, so that in the foundation stage the children make good progress and achieve well in all areas of learning. The children are being challenged by focused questioning resulting in them being able to organise their thinking and to develop through clear stepping stones provided by the teaching and in line with the recommended curriculum for the foundation stage.

16. In Key Stage 1 the teaching is good overall. Over two thirds of the teaching seen was good or better and thirty percent was very good. The most effective teaching enables the pupils to develop their thinking by explaining what they have done and listening to others in a group. The pace of these lessons is brisk and the activities are more challenging. In some lessons teachers tend to labour a particular point, repeat themselves or go over teaching points for too long. This results in the pupils losing concentration as they sit on the carpet for too long during over-long introductions. The good and very good teaching sets clear objectives, often building on previous lessons, so that pupils benefit from a series of lessons which have progression and continuity. Some of the satisfactory teaching has secure planning but the pace and challenge is lacking during the middle part of the lessons when the pupils are engaged in group work or individual tasks. One characteristic of the very little unsatisfactory teaching seen is the lack of challenge and attention to improving the pupils' work. The most effective teaching is more alert to the needs of the pupils with teachers circulating during individual and group work, marking and improving the pupils' performance and standard of work.
17. Most of the teaching starts with clear and brisk introductions and in the most effective lessons there are very good question and answer sessions. The teachers in these lessons set higher expectations of the pupils, especially when asking them to listen to other pupils in a group. Most of the work observed involved the teacher leading discussions and not enough opportunities are provided across the school for the pupils to improve their listening skills. As a result the pupils are sometimes inattentive to others in a group or when discussions take place. Some pupils are being reminded of their responsibility during discussion more than others and in the most effective lessons, listening skills are being developed more precisely because the teacher expects every pupil to be attentive at all times.
18. Teachers monitor their pupils' progress competently. In the foundation stage, good records are kept which help to inform teachers' planning. Topics are planned with clear objectives every half term and the medium-term planning is used by teachers to guide them through the curriculum to ensure continuity and development.
19. Support staff are deployed to provide additional support for some pupils identified with specific learning needs. However, in some classes a small number of pupils need additional support during class discussions to enable them to fully participate by listening to the teacher and to other pupils in a group. In the lessons where support is not provided, some pupils become inattentive and have to be corrected by the teacher. Consequently the flow of the lesson is interrupted although the teachers maintain good control and modify the behaviour of those pupils who disrupt the lesson. The school does not always deploy support staff to those classes where some pupils lack the necessary listening skills to participate in discussions. At other times, pupils with special educational needs receive good support enabling them to achieve the targets set in their individual education plans. The school also benefits from the additional specialist support provided by a teacher who works with those pupils learning English

as an additional language. Their work is well planned and monitored so that they soon become accustomed to spoken and written English and make good progress as a result.

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

20. All pupils are provided with a broad range of worthwhile learning opportunities. What is provided for the children in the nursery and reception classes is good. These children are offered a stimulating range of experiences in all areas of learning in the foundation stage. Pupils in Key Stage 1 experience a good range of opportunities to extend their knowledge and understanding. Equality of access to the full range of learning opportunities is provided for all pupils. All statutory requirements are met fully. What is provided for the development of literacy and numeracy is good and is steadily having a positive impact on pupils' learning and the standards they achieve in English and mathematics, although there remains more to be done in these areas.
21. The school's positive commitment to providing equality of access to the full range of the curriculum for all pupils reveals itself in the good provision for pupils with special educational needs. The special educational needs co-ordinator keeps good records. Individual education plans are developed in full co-operation with parents and teachers. Pupils for whom English is an additional language are also supported well in establishing fluency in English and in gaining confidence in speaking, listening, reading and writing.
22. In Key Stage 1 the curriculum is led by the objectives for the national literacy strategy and the national numeracy strategy. Time is allocated appropriately for the teaching of the other subjects. Nationally prepared guidelines are used effectively to ensure that learning objectives are well focused and time is used profitably.
23. Provision for personal, social and health education is good. Pupils are encouraged to work co-operatively with others in school. They learn about the effects caused by inappropriate use of drugs and tobacco.
24. The school's provision for extra-curricular activities is good. There is a range of activities including, art, French, music and football for boys and girls. There is also an extensive programme of educational visits for all pupils. All these activities extend the opportunities for pupils to relate socially with one another.
25. The pupils relate well to each other and are enthusiastic learners. Appropriate attention is given to the multi-ethnic character of the community and at the time of the inspection the teacher responsible for pupils learning English as an additional language was demonstrating Asian dancing in a reception class.
26. The school cultivates the pupils' spiritual, moral and social development and these aspects were found to be satisfactory overall. There are good arrangements in place to improve the pupils' cultural development. The recently appointed headteacher has a clear idea of the way forward and the action needed to improve spiritual, moral and social development further. Assemblies are becoming increasingly reflective so that the pupils are required to think about spiritual and moral issues in a calm and positive way. During the inspection the theme centred on the Jewish festival of Yom Kippur, and the headteacher was successful in reinforcing the importance of responsibility for one's actions and the religious notion of atonement. Inspection evidence indicates that very early in the school year the pupils are not used to this level of engagement in

school assemblies as some pupils are having to be reminded to listen and not to interrupt and take responsibility for their own actions.

27. Taking personal responsibility is a theme which the headteacher has rightly focused on and she is keen to improve this aspect of the pupils' development. Plans for the future include the formulation of a School Council and class assemblies. These initiatives are aimed at improving listening skills further so that all pupils participate in discussions and share ideas. It is clear that this is an area in which the pupils have had little experience and with the new headteacher the school is moving into a period of transition where the pupils are expected to take on more personal responsibilities and become less reliant on adult direction and supervision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school provides a strong, caring and supportive family environment. The procedures for ensuring the welfare, health and safety of pupils are effective, making a significant contribution to their personal and academic development. Parents indicate they are happy with the safety and well being of their children. This area has been maintained since the last inspection. Although there are few formal procedures for monitoring pupils' personal development, teachers know their pupils well, and will act quickly if a need is observed. The school seeks to ensure that pupils have equal opportunities. There are good systems in place to support the academic and personal development of the pupils with special educational needs. The arrangements for children entering the nursery for the first time are well planned for and handled sensitively.
29. Procedures for monitoring and promoting discipline and good behaviour are very effective and reflected by the orderly atmosphere in the school. The school has a very comprehensive behaviour policy. This includes various strategies for promoting an atmosphere free from harassment and bullying, and promoting good behaviour. There is a good mix of rewards and sanctions, and where teachers are applying behaviour strategies consistently, this has a significant effect on managing disruptive behaviour. Pupils know the rules and are enthusiastic about collecting stickers, the system of class stars, and looking after *Bruce the Bear*, the school's teddy bear. Pupils' achievements are recognised at the good work assembly on a Friday, and through the *Tree of Success*, a chart which is displayed in recognition of the pupils' achievements.
30. Procedures for ensuring the health, safety and care of pupils are good. The school has appropriate child protection procedures, with the deputy-headteacher as the designated person. She has undertaken appropriate training. Updating information and awareness-raising sessions regarding these procedures keep staff suitably informed. The school has well-established procedures to care for pupils who may have accidents or need medical attention. Staff quickly inform parents if their children are ill or sustain an accident. Two members of staff are qualified to provide first aid, however they are both part-time staff and only present in the mornings. Although a full-time member of staff is a qualified nurse the school is aware of the need to ensure a further member of staff is qualified to provide first aid cover in the afternoons.
31. There are comprehensive health and safety guidelines and procedures. The caretaker and members of the governing body undertake regular checks to monitor health and safety issues around the school. Priority issues raised during the last external health and safety check have been dealt with. However there are concerns regarding the condition of the rotting woodwork around the windows and external walls of the nursery

building. This could prove potentially dangerous if kicked or should anybody fall heavily against this area.

32. The school has adopted many effective strategies to help teachers assess the progress that pupils make. Since the recent appointment of the headteacher, new initiatives are being explored in order to improve further the school's assessment procedures. Baseline assessments of children on entry to the nursery and pupils on entry to the reception classes are ongoing and are due for completion by the end of the first half of the Autumn term. The results of the end of key stage tests for seven year-olds are analysed, areas for development noted and action taken. The school also analyses gender differences and the performance of the pupils learning English as an additional language. The teachers moderate the work done by pupils across the school and they attend agreement trialling meetings with representatives of the local authority. These procedures are effective and help to inform the staff of the pupils' progress in tests.
33. There are good procedures in place to help teachers and learning support assistants monitor pupils' progress. These include assessment sheets, which are used to record the progress the pupils make. Parents also see an abbreviated version of these which helps to keep them informed. In Years 1 and 2 the pupils use special writing books in literacy lessons as an assessment tool with teachers setting attainment targets for individual pupils. This initiative is in its early stages but is likely to be introduced in numeracy lessons. Evidence of recorded work in other subjects is kept including the use of photographs of pupils' work, particularly in religious education, personal, social and health education.
34. Assessment information is used to inform teachers' planning but this is not consistent across the school. The school recognises the need to establish more consistent assessment procedures. The pupils are beginning to be involved in the assessment process through simple records of achievements exercises which require the pupils to comment on their work and to record what they have learned.
35. The school is currently devising a marking policy. The co-ordinator responsible for the achievement of more able pupils has just been appointed so the school can identify higher attaining pupils in order to help them achieve their full potential. Co-ordinators are given enough time to assess the progress that pupils make in their respective subjects and this is used to inform the headteacher and governors so that appropriate action plans can be incorporated into the school development plan.
36. The procedures for promoting prompt and regular attendance are good. However, current systems in place to monitor pupils' attendance are not being kept consistently, with registers not always being brought up-to-date. Appropriate liaison has been established with the Educational Welfare Officer who visits regularly. Parents are kept informed of their responsibilities for ensuring their children attend regularly, or informing the school of the reason for absences. They are also encouraged not to take their children on holiday in term time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school's partnership with parents is very good. Parents have very positive views about the school, reporting that their children are very happy and enjoy school. They commented specifically upon the improvements since the last inspection. Parents are particularly complimentary about the new open access to the school, and the strong links currently being fostered between the school and parents since the arrival of the

new headteacher. This is now a strength of the school. Parents generally feel that relationships with staff have improved, and the school is now more open and responsive to their questions and enquiries. Some parents however expressed concerns regarding the limited range of activities outside lessons.

38. Parents receive regular information regarding the school, including details of forthcoming events and activities through frequent newsletters. Information regarding the curriculum and outlines of project areas to be covered are circulated each term. Regular workshops covering new areas of the curriculum are very well attended. Termly consultation meetings and the 'open door' policy help keep parents informed about their child's progress. The new informal start and close of the day, when parents come into school, provides opportunities for parents to raise any issues or concerns directly with class teachers. The teachers' annual reports to parents regarding pupil's attainment and progress include targets for improvements. Parents of children with special educational needs are kept well informed about their children's progress, and are involved in the review processes.
39. Over ninety-five per cent of parents reported that the school now works closely with them, and they feel comfortable approaching the school with any problems or concerns. The headteacher plans to consult more frequently with parents about issues directly affecting their children. In the past, parents have not been invited into the school to help in their own child's class. With the change of policy many more parents are now volunteering to help with reading or assisting in the classroom. They are very enthusiastic about the opportunities opening up.
40. The school offers frequent opportunities for parents to become involved in their child's learning. Reading books go home daily, and where adults are able to spend time listening to pupils read, this is making a significant contribution to the standards of reading. The reading record provides a further opportunity for parents to communicate with staff on a day-to-day basis. A large number of parents attended the recent *Harvest Celebrations*, bringing younger siblings for the first time. The Friends Association runs a number of successful fund raising and social events, and provides valuable additional support for the school by raising significant sums of money. Parents are now actively involved in discussions about raising funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. At the time of the inspection the headteacher had only been in post for four weeks. Together with her deputy headteacher and senior staff, they provide good and effective leadership. In a very short space of time the headteacher has established good relationships with pupils, parents, staff and governors. The parents are pleased with the openness and inclusive atmosphere being encouraged with an open meeting having been held by the headteacher and governors at the start of the school year inviting parents to come and share in the future plans for the school and to make suggestions.
42. The senior staff and curriculum co-ordinators monitor and evaluate planning and standards. This is a significant improvement since the last inspection. The headteacher is keen to establish effective monitoring procedures so that teaching and learning can be evaluated and improved further. The governors are very supportive and recognise that the headteacher is bringing a new approach towards the management of the school by building on the past successes of the school and improving standards further. The governors used to have responsibility for the management of the infant school with its neighbouring junior school. At the start of this school year the school has constituted its own Governing Body, with new governors joining and some who

have been in post for some time. As a result there is a good balance of experienced and new governors who, together with the new headteacher, are looking forward to the future development of the school. Parents have already commented on the positive aspects of the new management style adopted by governors and staff. They feel much more involved and it is noticeable that many parents have commented on the positive way they are being received in school.

43. Subject leaders have drawn up action plans for the subjects of the National Curriculum and religious education. The new headteacher has a clear vision for the development of the school and has shared this with parents and staff. The co-ordinators for English and mathematics provide good advice and support for staff and have carried out some monitoring by observing lessons. Learning support assistants receive training and are properly briefed. They share in the teaching and planning, assess pupils' work and conscientiously record their observations. They bring a personal commitment to their work, which has a positive impact on the progress made by the pupils identified with special educational needs (SEN). Learning support assistants and SEN support staff integrate very well with class teachers. They also provide good support for pupils learning English as an additional language. In some lessons the learning support assistants could be better deployed to work alongside some pupils who find it difficult to settle during class discussions.
44. Administrative, supervisory, catering and maintenance staff provide effective support for the teachers and pupils. Duties are carried out promptly and pleasantly. Financial planning is satisfactory but the school does not sufficiently use new technology to help the headteacher and governors monitor the budget, the registers and information kept about the pupils and their progress in school. The new headteacher is keen to use such technology so that her time can be used more efficiently when monitoring the work of the school.

45. The school buildings are clean and well maintained, and provide an attractive learning environment for the pupils. The school is on one site but with three buildings, the main school building, a separate class block for two Year 2 classes and the nursery building for children under four years of age. The school makes effective use of these buildings and it does not restrict the curriculum or access for the pupils. The hall doors that potentially impeded gymnastics have been adjusted since the last inspection. They now open both ways and users are expected to 'pull' rather than blindly 'push'. Teaching accommodation is generous. Most classrooms are of a good size and all are equipped with appropriate facilities. However, the nursery building does not have staff toilets, which is an issue that the authority must address in order to comply fully with health and safety requirements. Specialist provision includes two halls, library and resource rooms to support the curriculum. There are display areas in all rooms and along communal areas such as halls and the main entrance. The work displayed is attractive and stimulating, and celebrates many of the activities undertaken in school. The very good outside provision includes two playgrounds with games' markings and many seats, a *Millennium* garden and pond, and a field. These facilities enhance the teaching and learning opportunities for the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education further, the governing body, headteacher and staff should:

*** Improve pupils' listening skills further by:**

- providing more opportunities in lessons for the pupils to listen to others in a group;
- adopting consistent teaching methods which encourage the pupils to listen with increased attention, responding appropriately, and asking or answering questions to clarify their understanding. (Paragraphs 3, 16-17, 26-27, 56)

*** Raise standards in writing further by:**

- improving the range and quality of independent and unaided writing;
- helping the pupils to use a wider vocabulary in their writing to make it more interesting for a range of readers;
- modelling and demonstrating different forms of writing so that pupils develop confidence and independence, becoming more fluent and accurate writers;
- ensuring that independent writing features more prominently across the whole curriculum. (Paragraphs 1, 14, 57-58, 60, 71)

*** Develop further the pupils' independent and personal skills by:**

- providing more opportunities for them to take responsibilities and show initiative;
- adopting a more investigative approach to mathematics, science, and other practical lessons which require the pupils to plan, investigate and apply their knowledge and understanding when engaged in independent work, group tasks or problem solving. (Paragraphs 4, 11, 16-17, 63, 67, 69-73)

Other less serious areas for development which should be considered by the school:

- * Provide additional support for those pupils who find it difficult to listen to others during discussion sessions.
- * Ensure that the nursery building has staff toilets and washing facilities to comply with health and safety requirements.
- * Consider the use of information and communication technology to help manage the school's finances and pupil records more efficiently enabling the headteacher to make more effective use of her time when monitoring budgets, registers and pupil records. (Paragraphs 8, 13, 19, 26, 36, 43-45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	35	35	26	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	35	253
Number of full-time pupils eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	8	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	39	45	84

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	37	38
	Girls	39	43	42
	Total	74	80	80
Percentage of pupils at NC level 2 or above	School	88 (81)	95 (82)	95 (86)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	38	39
	Girls	41	41	42
	Total	77	79	81
Percentage of pupils at NC level 2 or above	School	92 (84)	94 (85)	96 (86)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	2
Pakistani	9
Bangladeshi	1
Chinese	0
White	147
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	25.3
Average class size	28.1

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	158

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	11.7
--------------------------------	------

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	581,869
Total expenditure	595,754
Expenditure per pupil	2,151
Balance brought forward from previous year	13,885
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	5	0	1
My child is making good progress in school.	48	42	3	2	4
Behaviour in the school is good.	41	51	2	1	4
My child gets the right amount of work to do at home.	34	55	6	1	5
The teaching is good.	47	45	2	0	5
I am kept well informed about how my child is getting on.	43	45	4	3	4
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	1	1
The school expects my child to work hard and achieve his or her best.	40	54	0	1	4
The school works closely with parents.	38	52	3	2	4
The school is well led and managed.	42	41	1	0	16
The school is helping my child become mature and responsible.	49	43	3	1	3
The school provides an interesting range of activities outside lessons.	22	47	14	1	16

Other issues raised by parents

Some parents did not comment on the leadership of the school because they felt that it was too early to judge the new headteacher. The headteacher had only been in post for four weeks prior to the inspection. Many parents commented on improvements to the way they are received and made feel welcome.

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

46. The good quality of nursery experiences provides the children with an encouraging start to their education, so that by the time they move up to the reception classes they reach the early learning goals for nursery children. When the children first enter the nursery the majority start with an average level of language and communication skills. The staff assess the children after spending three weeks in school and these assessments indicate that in all areas of learning the children's level of attainment is average. They make good progress in language development, early reading skills, writing and mathematics, creative and physical development, as well as in their knowledge and understanding of the world. They particularly make good progress in their personal, social and emotional development.
47. The curriculum is well balanced and offers a wide range of stimulating activities, which capture children's enthusiasm and enhance the quality of their learning. Teachers' planning in both the nursery and reception classes is thorough and the development of individual areas of learning is effectively assessed. There is early identification of pupils with special educational needs and appropriate support is provided both for these children and for those who are in the early stages of English language acquisition. By the end of the reception year the majority of the children will achieve the Early Learning Goals for the foundation stage of education.

Personal, Social and Emotional Development

48. Teaching in this area is good. Children are settled first into the nursery and then into the reception classes thoughtfully and successfully. Staff are very effective in creating a warm caring and stimulating learning environment in which children develop good attitudes to learning and become self-confident. Most children quickly understand routines and the structure of their school day. They show growing independence and initiative when presented with choices and follow instructions with increasing confidence. Staff are effective in developing the children's speaking and listening skills during these sessions by asking questions and encouraging the children to put forward their views and answers. At the end of the morning and afternoon sessions, most children are keen to talk about what they have been doing. Children are well behaved and form good relationships with each other and with adults. They learn to share equipment and toys and to take turns.

Communication, language and literacy

49. Teaching in this area of the curriculum is good, and the majority of children are currently working at levels appropriate for their age. They make good progress in speaking, listening, reading and writing through experiencing a range of activities that stimulate their learning and maintain their interests. Children listen attentively to stories, particularly when told well as in the *Elves and the Shoemaker*. They spontaneously settle to explore books of their choice through *Bookworms* and handle books carefully knowing that print carries meaning. Most children confidently follow and recall a story by looking at the pictures and enjoy sharing books with adults. Higher-attaining children identify simple common words and are beginning to develop basic reading strategies. Children develop their writing skills both in formal sessions with an adult when they practise writing their name and through taking part in role-play activities for example at

the writing table or in the *shop*. A good range of resources to encourage writing and communication is available, and results in the children making marks on paper when engaged in role-play. The skilful questioning by teachers and support staff encourages pupils to respond in a clear, confident manner when speaking about their work.

50. The more able pupils in reception classes write their names unaided and write simple phrases such as captions for their drawings such as *This is my Mummy*. A range of activities exists, which include story tapes, developing children's speaking and listening skills further. Resources are also well used to develop children's knowledge and listening skills.

Mathematical development

51. Teaching in this area of learning is good and makes a positive contribution to the good progress that children make. Children are working at a level that is appropriate for their age, and their learning is supported well by the provision of a variety of activities, which develop their skills in number, shape and space. In the nursery the children develop the use of appropriate vocabulary when using sand and water, and state that they can 'get more water in a big cup'. When sharing apples children develop skills of halves and quarters.
52. In the reception classes the children are all counting with confidence up to 20 and many beyond this. In the nursery, children were tackling simple sums such as $5 - 2 = 3$, relating this to apples. They can write numbers to ten and match numbers to dots up to ten. They use money in the 'shop' and so understand about number in everyday circumstances. High expectation of work and behaviour, together with the good support offered by staff, result in children doing their best and wanting to succeed. Staff use every opportunity to reinforce children's knowledge and understanding of number through singing number rhymes such as '*10 Green Bottles*' and '*1 - 2 - 3 - 4 - 5 Once I Caught a Fish Alive*'.

Knowledge and understanding of the world.

53. Teaching to promote children's knowledge and understanding of the world is good. Children make good gains in learning and are currently working at the level appropriate for their age. They know the main parts of the body through their work with the skeleton as well as being able to make figures with moving arms and legs. They identify the different properties of materials, for example when playing with wood and plastic and describe the different textures of wet and dry sand. Effective opportunities are provided for children to assemble and disassemble simple models, using a variety of construction kits to try out ideas. Children regularly use the computer, and most can independently work through a simple program, such as *Henry's Party*. Children gain a good understanding of activities in the world through role-play such as motorway workers and police officers.

Physical Development

54. Teaching to promote children's physical development is good overall, and results in pupils making good progress. They reach standards appropriate for their age as a result of regular sessions of physical education, outdoor play and a range of opportunities to develop control and manipulation of objects and materials. A child displayed great dexterity when assembling and disassembling a Russian doll. Their use of small objects such as pencils, construction apparatus, tools, scissors, needle and thread and paint brushes is satisfactory and they handle them safely and

appropriately. These fine motor skills continue to be developed as the children move through the school. They have opportunities to cut, stick and join objects together. In their physical education lessons they develop good spatial awareness. They follow instruction well and have good levels of balance and co-ordination. Teachers have high expectations and children respond to this by demonstrating good attitudes to learning and behaviour. Children in the nursery and reception classes enjoy using the various outdoor play areas and develop control, co-ordination and awareness of space through the use of apparatus, equipment and ride on wheeled toys.

Creative Development

55. Children's creative development is fostered through an appropriate range of activities and they work at levels appropriate for their age. Teaching is effective in getting good responses from children in relation to what they see, hear, feel and imagine. Many drawing and painting opportunities are provided, and children use a variety of techniques. Children in a reception class took great care when mixing paint. The role-play areas provide stimulating opportunities for children to play co-operatively and develop their imagination. Most pupils join in enthusiastically in singing songs and rhymes and can name and recognise many percussion instruments such as tambourines and triangles.

ENGLISH

56. Inspection evidence indicates that attainment in English at the end of Key Stage 1 is average overall. Standards in listening vary and are broadly in line with those expected for pupils' ages. In speaking, standards are above average with pupils speaking confidently to adults and their classmates. They are given many opportunities to use their skill in lessons, particularly in plenary sessions where pupils talk about what they have done in the lesson and how successful they have been in meeting the objectives and their targets. However, pupils listening skills are still only satisfactory and whilst there are many opportunities for pupils to listen to one another there are limited opportunities provided for the pupils to demonstrate what they see or hear or to listen to others' reactions in a group. Very few opportunities are provided using recorded music or dialogue to enable the pupils to focus their listening skills. The quality of learning is good or very good in lessons where the teachers have good class management skills. In these lessons they make good use of questions and answers during the first half of the literacy hour contributing to pupils' speaking and listening skills and this is continued during the plenary sessions.
57. Standards in reading are above that expected for their age. Younger pupils read simple texts accurately, and pick up well on phrasing in text level work during the literacy lessons. The average and above average pupils in Year 2 can identify key points in a text and talk sensibly about what they are reading. They are all keen to read to adults and can read with expression. They respond well to fiction and non-fiction and talk about their favourite author. They use word books, dictionaries and thesauri well and use their knowledge of the alphabet to locate books in the school library. Despite their reading skills pupils are reluctant to use more complex vocabulary in their writing. Work in other subjects contributes to pupils' reading skills and the library is well used.
58. Pupils make good progress in the development of writing skills in the foundation stage and in Key Stage 1. Particular strengths are the consistent quality of teaching of the basic skills of spelling, punctuation and handwriting, which has been a focus for the last two years. However, independent writing has not developed at the same pace. Although pupils write in a range of forms, for example, stories, instructions, poems and

descriptions there is still a weakness in the structure and the use of a wider vocabulary incorporating the use of more interesting words and phrases. Another factor, which affects the higher attaining pupils, is the limited provision of work, which extends and develops writing in other subjects such as history, geography and religious education. As a result the proportion of pupils achieving the higher levels of attainment in writing (Level 3) is below average. However, an increasing number of pupils are achieving better results in writing, as demonstrated year on year in national tests. This has mainly come about because the school has monitored writing standards closely and, as a result, it is beginning to address the issue of increasing the level of attainment in writing further.

59. Pupils have good attitudes to their work. They behave well, are keen to learn and mostly get down to their work. They sustain concentration and work hard to complete the tasks. When tasks are stimulating, as when playing a game with dice, they show a real enthusiasm for language work. When pupils have the opportunity to work in groups or pairs they collaborate well, offering another dimension and stimulus to develop their independence. Learning support assistants and parent helpers give valuable support to pupils and as a result all pupils make good progress with their learning.
60. The quality of teaching is good and this is having a positive effect on the quality of learning and the pupils' achievement in English. All of the lessons observed were either good or very good. Strengths of the teaching include well-structured and organised lessons, good control and management of pupils. This ensures that there is a positive learning environment, a brisk pace to lessons with clear objectives which are shared with the pupils, and very good relationships exist between teachers, learning support assistants, staff and pupils. The well-structured plenary sessions, which provide an opportunity for assessment at the end of the lessons, are productive and affirm learning. Teachers have successfully implemented the National Literacy Strategy and this impacts positively upon the quality of teaching and learning. More opportunities should be provided for pupils to develop their literacy skills in science, history, geography and religious education, particularly in writing and recording their work. Teachers always use the appropriate technical vocabulary in other subjects, which increases the pupils' vocabulary.
61. The co-ordinator, who is new to the school, is already having a positive effect upon the teaching of the subject, building on the solid foundations laid by her predecessor. Analysis has been carried out and targets set to improve performance both for the school and individuals. Assessment procedures in the subject are good and enable teachers to keep useful records, which greatly assists in the planning of lessons. Teachers mark work regularly and often include helpful comments to indicate to pupils what they have done well and what they need to do to improve further.
62. The quality of leadership and management of the subject is very good. The co-ordinator is very knowledgeable and has started to monitor the delivery of the subject closely throughout the school. There is a good range of resources to support teaching and the staff are beginning to incorporate the use of information technology into their lessons. The library is well stocked and accessible to all the pupils. It provides a cheerful and welcoming environment in which to read and research. The subject fully meets the statutory requirements and has shown an improvement since the last inspection particularly in the quality of teaching.

MATHEMATICS

63. Inspection findings show that standards achieved by the end of the key stage are above average. The teaching is mainly good and as a result the pupils make good progress in their numeracy work. Following a good start in the foundation stage, pupils in Key Stage 1 do not maintain their good progress across the key stage. Better progress is made in Year 2, where strengths in teaching mathematics focus more on pupils' individual needs. Progress made by pupils with special educational needs is good. All pupils make good progress in their knowledge and understanding of numbers because the teaching of numeracy, using the National Numeracy Strategy, is having a positive impact on standards. In other aspects of mathematics the pupils' progress varies. The scrutiny of work indicates that opportunities for pupils to investigate and apply their mathematical knowledge are limited. The work shows that too much emphasis is placed on recognising facts about shapes and their properties rather than exploring and handling shapes and their properties. Better progress is made when pupils are supported appropriately to explore data handling using a computer.
64. The pupils' use and application of number facts is a good element of their work in mathematics. Younger pupils develop a sound understanding of the use of signs and symbols and can solve simple problems where numbers are missing from statements. Their experiences and skills are developed further in Year 2 so that they begin to develop their own strategies, select operations and search for patterns in their work.
65. The school uses the National Numeracy Strategy to support the steady improvement in number work. Pupils in Year 1 can count and order numbers to ten, while pupils in Year 2 can order numbers to 100 and carry out simple addition and subtraction sums involving tens and units. It is clear that their mental arithmetic skills are improving by regular daily work in the numeracy hour. Often, they are asked to explain their answers and strategies, thus emphasising the use of mathematical vocabulary for use in later years.
66. Work on shape, space and measure is sound, where pupils can recognise two and three- dimensional shapes and have a basic understanding of lines of symmetry. In the last inspection, this element was judged to be good, so there has been a slight drop in standards. Data handling throughout the school, integrates satisfactorily with information technology (IT). There are a number of programs on the school's network or on CD-ROMs that pupils use to practise their numeracy skills, or money adding problems. In Year 1, pupils represent data in block graphs using pictograms to illustrate modes of transport to school. Pupils in Year 2, similarly use tables, pictograms and bar graphs to assemble data on the numbers and types of pets at home.
67. Of the six lessons of mathematics observed, two were satisfactory, one was unsatisfactory, and three were good or very good. The good and very good teaching was confined to Year 2. Although all teachers use the National Numeracy Strategy, they do so with different degrees of success. In the weaker lessons, teachers do not focus enough time or energy in the final section of the lesson. They do not use this time usefully enough to remind pupils of the learning that has taken place, make assessments of some of their work, ask pupils to explain their learning, consolidate and sort out misconceptions and point to what the next stage of learning might be. In the best lessons, teachers shared the objectives with the pupils so that they understood what they were going to learn and kept a brisk pace throughout the lesson. As a result, pupils were interested in the lesson from the start and showed good attitudes to the work. The main part of the lesson was organised so that different ability groups had suitable tasks. Pupils were challenged by the work and consequently showed good concentration and behaviour in class. Although teachers moved around the groups,

teaching skills directly, assessing difficulties, there was no clear format for recording what progress individuals or groups had made in the lesson.

68. The subject co-ordinator provides good support for colleagues, scrutinising teachers' planning and observing teaching. She has led school-based in-service training and produced a supporting booklet for the teaching of mental mathematics. Moreover, she has taught groups of children in mental work to see if they had understood and made use of appropriate strategies. In general however, assessment information on the progress of individual pupils and cohorts is used sufficiently. This is then used to check on under-achieving pupils or on the more able. Good resources support the subject though computer programs are restricted in range.

SCIENCE

69. Only one lesson was observed during the period of inspection as very little science was taught, but evidence of standards is drawn from the scrutiny of pupils' previous work and discussions with pupils and staff. At the end of Key Stage 1 pupils' attainment in science is in line with the standards expected for their age. Attainment in investigative and experimental science has fallen since the last inspection and this is an area recognised by the school as in need of improvement. A limiting factor is the few opportunities the pupils have to carry out their own observations and investigations.
70. The pupils are eager to talk about their science work and can explain clearly what they accomplished in their lessons. They can explain what effect forces have on objects that have been pulled, pushed or blown but do not have a firm grasp of the concept of fair testing. As a result of the few opportunities that pupils have to plan and organise their science work practically, most of the work done in science involves the completion of worksheets.
71. The planning shows that science is covered in detail during the course of the year but there is little evidence of work planned to match the range of abilities in each year group. The heavy emphasis on worksheets does not encourage the pupils to apply their knowledge and understanding and learn the basic principles of scientific enquiry. Writing is very limited in science work with very few examples of pupils recording their science work apart from completing missing words in worksheets. It is not possible to comment on the quality of teaching as only one lesson was observed during the inspection, but from the work seen it is evident that more needs to be done to develop the pupils' independent and investigative skills in science. Overall, the quality of teaching and learning is satisfactory. There is potential for this to improve further once the school adopts a more investigative approach with pupils' undertaking more independent and practical science work.
72. Science displays around the school are well presented. *Using your senses* is a theme covered in Year 1 which is well presented with interactive displays showing parts of the body. Year 2 pupils have been discussing healthy and unhealthy foods and have made a display about their findings. The work displayed shows that standards are in line with those expected for pupils' ages. They also indicate an emphasis on direction by the teachers although some work shows that the school has begun to make science lessons more practical. Evidence from pupils' work shows that in some lessons teachers expect the pupils to take responsibility for their own learning with opportunities for them to find out for themselves but this is not a common feature of science lessons across the school.

73. The school is adequately resourced and has a delightful environmental area with a school pond enabling the pupils to study different habitats and wild life. At present this is under-used and the science co-ordinator has plans to rectify this with more investigative and practical science lessons involving a study of the local environment.

ART

74. The pupils make good progress in art and attain standards that are above average for their age by the end of Key Stage 1. Pupils confidently tackle art work. Pastel work indicates that direct teaching of skills enhances attainment. These pupils recognise differences in painting, for example Year 2 pupils study the work of *Picasso* and make links with their own efforts to portray *Jaime Sabartes*.
75. In Year 1, pupils use increasing accuracy and attention to detail in drawing a cuddly toy lion or teddy and develop a sense of perspective. They experiment with colour in a vivid tie-dye 'At the bottom of the deep blue sea', or use the computer to make their own version of *Golden Fish* after *Paul Klee*. In Year 2, pupils work with a variety of two and three-dimensional materials and understand colour and texture in a collage sandwich. They can evaluate their work and recognise the influence of *Van Dyke* or *Hockney*. On the computer, they create their own versions of *The Snail* by *Matisse*.
76. Throughout the school pupils have positive attitudes to art and behave well. Pupils show motivation and can concentrate when drawing or designing. They have a sound knowledge of colour, texture, line and tone. They work productively, responding imaginatively to a good stimulus in a picture extract of far horizon, eagles and a hippopotamus. They confidently appraise their own work and that of other pupils.
77. The overall quality of teaching is good. Lessons have suitable and challenging content and are well organised. Pupils understand the objectives set for them in each lesson and teachers use praise and encouragement effectively. High expectations promote achievement, as demonstrated in the examples of pupils' observational drawings.

78. The curriculum provides equal access and opportunity for pupils of all abilities and meets the requirements of pupils with special educational needs. Planning in art provides continuity and skills development, but there is no rigorous assessment of pupils' progress. Resources are good. A regular art club is an effective enhancement for the subject.

DESIGN AND TECHNOLOGY

79. No lessons were observed in design and technology. Judgements about pupil's standards of attainment and the quality of their learning are based upon an analysis of their work, teachers' planning, and from photographic evidence and discussions with the newly appointed co-ordinator.
80. Pupils achieve standards that are in line with those expected for their ages by the end of Key Stage 1 with a few achieving standards above expectations. Pupils have appropriate experiences in designing and making because the scheme of work, which is based upon the Qualifications and Curriculum Authorities guidelines, is used to ensure that there is continuity and progression for all pupils.
81. In the past twelve months pupils have completed several topics. These have included the designing and making of pop up puppets in Year 1 and puppets with moving parts in Year 2. The construction of fixed wheel vehicles enabled pupils to use their skills of measuring, cutting and gluing to produce some interesting structures. In their playground design they experimented with various mechanisms including levers. Food technology is also studied and this is started in the foundation stage, for example, with the making of pizzas, the *Teddy Bears Picnic* and designing a healthy sandwich. The subject is effectively linked with art topics and is therefore not always studied every week.
82. As no direct teaching was seen it is not possible to make a judgement upon the teaching although the completed projects are evidence that good learning has taken place in the subject. Pupils also show an interest in the subject and some pupils when questioned said *I enjoy design and technology because I like making things*.
83. The management of the subject is good and there is a clear policy and scheme of work, which includes a scheme for the foundation stage, which ensures progression. The scheme gives plenty of help to colleagues who are not too confident in teaching the subject. The planning of lessons includes ideas for assessment and evaluation as well as all the necessary resources to deliver the topic. One of the problems that the school has is transporting materials to and from classes but it is hoped that this will improve when project boxes for each unit are introduced in the future. The current resources are adequate for the subject and are accessible despite the transportation problems.

GEOGRAPHY

84. At the time of the inspection the school was not teaching geography because the subject is blocked and is planned for the second half of the Autumn term. From the limited evidence, the pupils make satisfactory progress and attainment is in line with the standards expected at the end of Key Stage 1. Evidence from previous work shows that the pupils study the local environment with simple investigations of routes around the school. The pupils have studied safety hazards in the local area and have written to local councillors to inform them of their findings as part of their geography topic.

85. Comparisons are made between the local area and the *Isle of Struay*, a fictional Scottish island. The school uses a scheme of work based on the Qualifications and Curriculum Authority scheme, which covers the National Curriculum programmes of study for Key Stage 1. The teachers assess the progress that pupils make using “Key Questions”, which are part of the scheme of work. A summative assessment is made at the end of each topic enabling the teachers to monitor the progress that pupils make as well as ensuring adequate coverage of the geography curriculum.
86. The co-ordinator, who has been in post for a year, has monitored teaching and looked at pupils’ work and teachers’ planning. There are sufficient book resources within the school and there are plans to improve the level of geography artefacts. Information technology has yet to be incorporated in the scheme of work and this is recognised by the school as a point for action.

HISTORY

87. Standards in history are in line with those expected for pupils’ ages. It was not possible to see history being taught during the inspection but evidence is drawn from previous work completed by the pupils and from observations of displays and teachers’ planning. The pupils make good progress, including those pupils identified with special educational needs and those learning English as an additional language.
88. In Year 1 the pupils have studied houses around the school to identify why some are modern or old. Good use is made of the pupils’ observational skills to enable them to develop an understanding of the features of older buildings and gain an insight into the development of the local area. In a very good display entitled *Our School* the pupils in Year 2 have been answering questions about the history of the school. Very good use is made of artefacts and first hand evidence, for example, old logbooks that date back to the nineteenth and early twentieth centuries. The pupils have been fully involved in a range of enquiries and activities, including taking photographs of the school and identifying features of the building that date back in time. Very good use has been made of computers, for example, the pupils have written *e-mails*, produced observational drawings of the school building, written reports and analysed photographs.
89. Teachers’ planning and their attention to practical enquiry suggests that the teaching is at least satisfactory. The collection of artefacts and the range of work produced by the pupils shows that planning is detailed and ensures that all aspects of the Key Stage 1 history curriculum are covered well. The pupils enjoy talking about the history of their school and older pupils show that they understand that the school building is very old and that changes have occurred as time has past.
90. The management of the subject is good. The scheme of work is appropriate and the allocation of time enables teachers to block relevant topics in half-termly blocks throughout the year. The teachers display pupils’ work attractively and in an interactive and practical way. Many displays ask probing questions and invite the pupils to look at artefacts and look for similarities and differences, developing in the pupils a sense of chronology by sequencing events and objects that are familiar to them and relevant to their experiences.

INFORMATION TECHNOLOGY

91. During the inspection a limited amount of teaching of information technology (IT) was observed. Judgements, therefore, have been based on the evidence of discussions with teachers and pupils, the scrutiny of pupils’ work, photographic evidence and

observation of individual pupils' work at the computer. The previous inspection identified that standards were in line with those expected. These standards have been maintained and by the time pupils reach seven years of age they achieve the expected level of attainment for their age.

92. Pupils in the foundation stage begin to develop skills using the mouse in an art program. These skills are further developed during Key Stage 1 and by the time they are seven years old they use an art-based program with confidence. They create patterns using the mouse in a variety of brush styles in different colours and clear the screen ready for the next painting. Pupils are beginning to use the word processing application, can access the program and produce short pieces of writing. Although pupils typing skills are slow they are beginning to develop a familiarity with the keyboard. They understand the directional keys, know that words have to be separated by the space bar and to use the shift key to produce capital letters when typing their name. They successfully print their documents and can save their work for future use. Pupils are familiar with the electronic mail facility. They talk with excitement about the contacts they have made with other classes and local schools. Children have an understanding of the use of information and communication technology outside the school, explaining that computers are used in shops and libraries. Pupils are aware that the computer can be used to find information. Using the encyclopaedia program they can load the CD-ROM and explain how to find information. Pupils have an understanding of control technology. In the early years pupils gain knowledge of control using toys with batteries. This is developed during Key Stage 1 using a programmable toy to move in directions. Using a simple data-handling program, the pupils successfully organise information and display their findings in graph form. IT is used well across the curriculum to support learning, for example in literacy to sort phonemes into columns and number work in numeracy. Pupils with special educational needs make good progress and achieve the targets set for them.
93. In the teachers' planning and in work seen the teaching overall is judged to be satisfactory. Teachers have confidence and competence to teach the basic skills and pupils make satisfactory progress. The two lessons that were observed during the inspection were judged to be satisfactory. These lessons were appropriately planned to develop pupils' understanding of the various functions of the word processing application. However, both these lessons were whole class demonstrations and not all pupils were able to see the computer screen, resulting in pupils getting restless, not directly involved with the lesson. Pupils enjoy using the computer and confidently talk about their previous experiences, commenting that when they use the computer it makes their work more interesting. Pupils treat the equipment with respect and can be trusted to work on their own in a sensible manner without direct teacher intervention. Teacher planning is good, indicating the skills to be learnt to support learning. The school is using the government recommended schemes of work. This is providing guidance for teachers and continuity and is promoting pupils' progress.
94. The subject is well managed by the co-ordinator who has a clear vision for the future development of the use of IT across the curriculum. She provides good support for colleagues with frequent audits to ascertain teachers' needs. This, combined with the regular monitoring of pupils' achievement, is providing good support to promote the raising of standards.
95. The recently upgraded hardware and software is having a positive effect on pupils' progress and when the *Internet* facilities are extended to all classes the school is well placed to develop further the pupils' knowledge and understanding.

MUSIC

96. Three music lessons were observed and the school's new music group performed in a school assembly. The pupils make satisfactory progress in music and standards are in line with those expected for their age. The headteacher has musical expertise and teaches classes across the school in partnership with class teachers. This is having a positive influence on the quality of music provision which includes an after school music club, run by the music co-ordinator, enabling pupils to play instruments and learn a range of songs and recorded music. The music co-ordinator has recently been appointed to manage the subject and was observed teaching a very good music lesson in Year 2.
97. The quality of singing in assemblies varies with pupils sometimes struggling to sing in tune when learning new songs and then improving as they develop their listening skills, trying to keep in tune to piano accompaniment or recorded music. Recorded music is used to good effect as it is played while pupils enter and leave school assemblies. During the week of inspection the Jewish festival of Yom Kippur was being celebrated and the pupils learned to sing *Shalom*, improving as the week progressed because the pupils were becoming familiar with the tune and the words to the song. The lunchtime music group accompanied the singing with xylophones, tambours, an Indian drum and an Irish bodhran (drum). They kept in time and have developed good skills in listening and accompanying music.
98. In Year 1 the teacher led a very good music lesson, teaching the pupils a Native American song and accompanying the singing with a guitar. Very good techniques were used to improve the pupils' listening skills, for example, an action and response exercise where the teacher sings, *Where is (child's name) sitting today* the pupils respond by pointing and singing *There she is* and the child sings *Here I am*. Very good use was also made of hand signals to conduct the singing, especially when emphasising a phrase or punctuating a *spiky sound*. In a good Year 2 lesson, the teacher used a *follow the leader* activity to warm up the pupils and her enthusiasm for music and singing encouraged them to perform to an acceptable standard. In another Year 2 lesson the teaching was very effective in enabling the pupils to become *conductors*. The pupils took turns to conduct the rest of the class using hand signals to emphasise *loud and soft sounds*. The lesson was successful in developing an understanding of duration in music playing. Very good use was made of tuned and untuned percussion instruments, with pupils selecting from a wide range to accompany the sounds being *conducted* by a pupil. As a result the Year 2 pupils are learning the fundamental characteristics of musical notation and are achieving very well.
99. The teaching is satisfactory overall with some very good features, especially when those staff who have particular expertise and confidence in the subject teach music lessons. The music scheme is helping the school to incorporate music teaching into the curriculum and there is evidence that the subject is having a positive influence in other subjects and aspects of the curriculum. For example, in physical education lessons, taped music is sometimes used to create mood in dance and gymnastics. In assemblies, music is used to good effect and improves the pupils' listening skills as they begin to distinguish between different instruments playing in ensembles, orchestras or bands. Since the appointment of the headteacher and the music co-ordinator, the school has developed music well in a short period of time and there are good plans in place to develop the curriculum and to raise standards in music further.

PHYSICAL EDUCATION

100. The school provides a full programme of physical education and, with the exception of dance, which is less well developed in the curriculum, the attainment at the end of Key Stage 1 is in line with that expected nationally.
101. Pupils make satisfactory progress in gymnastics and by the time they reach the end of Key Stage 1 they show control of their bodies during jumping, hopping and turning movements. Pupils use their own space well when travelling, altering the speed on a given command with an awareness of safety for others. When using apparatus they improvise their own sequences, hold good balance and land correctly when dismounting from equipment. Progress in dance is slower. Although pupils respond well to the mood of music played in dance lessons their skills are less well developed. A contributory reason for this is that lessons are conducted using tape-recorded programmes. These programmes provide good 'warm up' sessions and pupils enjoy the music played. For example, marching in step to the pulse but there are limited opportunities for pupils to improvise their own movements or perform a sequence. The outcome of this is that pupils' creative development is restricted. Pupils with special educational needs are fully integrated into lessons and make satisfactory progress. Attainment has been maintained since the previous inspection.
102. The overall quality of teaching and learning is satisfactory with some good features. In good lessons planning is clearly focused on the skills to be developed. These lessons are well paced with a variety of activities combined with good demonstrations from the teacher. This was evident in a Year 2 dance lesson. This lesson had a good warm up session, the teacher demonstrating movements to pupils resulting in pupils creating their own movements, changing from smooth to quick as the music suggested. Learning is better in lessons when pupils are given the opportunity to watch other pupils' work. The outcome of this was that pupils copied the movements, combining their own movements to create a sequence resulting in good progress. Pupils generally respond well to the teachers' guidance. However, there are occasions when pupils do not listen carefully to instructions, resulting in teachers having to make frequent stops, reducing the pace of the lesson and learning. The pace at the beginning of gymnastics lessons is slow. The contributory reason for this is that the apparatus available is large and cumbersome and heavy for pupils to move without help, thus reducing the time available for pupils to develop and practise their skills on equipment.

103. The management of the subject is satisfactory. The co-ordinator has had responsibility for the subject for only a short period and has as yet to have an impact. However, she recognises the need to review the schemes of work for dance and to extend music resources to give pupils the opportunity to develop creative skills and sequences skills.
104. Physical education provides good opportunities for the pupils' social development encouraging them to work together and taking turns on equipment. A visit from an Asian dance team contributes to pupils' cultural development. The annual sports day and the activities afternoon provide friendly competition and are examples of the good partnership between parents and the school. The need for areas of professional development identified in the previous report has not been addressed.

RELIGIOUS EDUCATION

105. Only one religious education lesson in Year 1 was observed and evidence is drawn from pupils' recorded work, displays of work and discussions with pupils and staff. Attainment is in line with that expected in the locally agreed syllabus. The pupils learn about Christian beliefs through Old and New Testament stories. In Year 1 the pupils have learned about the role of John the Baptist in the New Testament and relate this to the theme *Why are things important to people*. In this lesson the pupils discussed relevant topics and drew pictures of people doing *important jobs*. The lesson made the topic relevant by re-telling the story of the boy who saved his country from destruction by blocking *The hole in the dyke*. The pupils understood that whatever people do that seems unimportant, there is always relevance to everybody's contribution and worth.
106. Multi-faith and multi-lingual aspects of religious education are taught and these include words and pictures representing a range of cultures and belief systems. For example, the younger children in the reception classes have images of people from around the world in displays of an African village. Hindu and Jewish festivals are celebrated and Islamic patterns are studied. During the week of inspection the Jewish festival of Yom Kippur was being celebrated in assemblies with good links made between the roles that the pupils play in helping each other.
107. The staff provide a broad and varied religious education curriculum. It is enhanced with educational visits to a Christian church for Year 1 pupils and a visit to an Islamic mosque for Year 2 pupils. Good use is made of display areas to show what the pupils have done and there are good visual prompts to recognise symbolism in different faiths. For example, in Year 1 the pupils have looked at Christenings with a real Christening robe (belonging to the class teacher) used as the centrepiece of the display. The subject is well managed and the co-ordinator effectively monitors the work being done across the school by looking at the planning every term. Good evaluations have also been made following the educational visits undertaken by Year 1 and Year 2 pupils. The subject is also well linked to the school's personal, social and health education programme with *circle time* used to enable the pupils to reflect and share their thoughts by talking to each other and asking questions.