

INSPECTION REPORT

LEYLAND METHODIST INFANT SCHOOL

Leyland, Preston

LEA area: Lancashire

Unique reference number: 119401

Headteacher: Mrs P Calderbank

Reporting inspector: Mrs B Walker
1530

Dates of inspection: 13 – 16 November 2000

Inspection number: 225206

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary controlled
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Canberra Road Leyland Preston Lancashire
Postcode:	PR5 2ET
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Appropriate authority:	The governing body at the above address
Name of chair of governors:	Mrs J Walling
Date of previous inspection:	19 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
B Walker 1530	Registered inspector	English Information and communication technology Provision for pupils with special educational needs	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
J Butler 9428	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?
R Freeland 23283	Team inspector	Science Geography History Physical education	
J Hamer 31086	Team inspector	Mathematics Music Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
P Morris 11446	Team inspector	Art and design Design and technology Areas of learning for children in the foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leyland Methodist Infant School is situated in the small town of Leyland, near Preston in Lancashire. Housing in the area includes privately owned and housing association homes. The socio-economic circumstances of the families are average overall. As a result of this even social mix, the school has a socially balanced population. There are 193 pupils on roll, in seven classes. Trends show more boys than girls in the school in recent years, with the present numbers being 109 boys and 84 girls. Only a very small number of pupils come from homes where English is not the first language, and there were no children from such families in the school at the time of the inspection. Twenty pupils are entitled to free school meals, (10 per cent), which is lower than the national average. Twelve per cent of pupils have special educational needs, which is also low. Three pupils have statements of special educational need, which is about average. The special educational needs pupils in the school have speech and communication difficulties or need teaching in smaller steps than the majority of pupils. Children enter the Reception Year as rising five year olds. Attainment on entry is about what would be expected of this age group nationally.

HOW GOOD THE SCHOOL IS

This is a very effective school where everyone works together to nurture and develop the whole child. It promotes high academic standards and high standards of behaviour in a caring, consistent and supportive approach. It is well managed: a clear educational direction is set. High standards of teaching and learning are evident at all times. Educational inclusion and equal opportunities are given very good attention, so all pupils enjoy the full range of activities and opportunities provided for their age group. The quality of education in the two Reception classes is a strength of the school. The school gives very good value for money.

What the school does well

- Standards of attainment and pupils' progress are good.
- The Reception class provision is very good in all aspects.
- The provision for pupils with special educational needs is good.
- Teaching is very good overall in the Reception classes and good overall in Key Stage 1.
- The curriculum range and quality are very good.
- The provision for pupils' personal, spiritual, moral, social and cultural development is very good.
- The leadership and management of the school are very good.

What could be improved

- The school has no weaknesses

This is a school with many strengths and no weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. In response to the key issues of that report, the school has developed rigorous systems of self-evaluation and monitoring, which are having a positive impact on teaching, planning and progress. Additionally, the provision for design and technology has been improved, with the result that attainment is now average and progress is satisfactory in this subject. All minor points made in the last report have had detailed attention, some with very good effect. For example, although there were no key issues about physical education, small points made in the report have been followed up and corrected conscientiously and well. The school has also continued to develop more broadly. The National Literacy and Numeracy Strategies have been implemented thoroughly and suitable resources have been obtained. Leadership roles have been further developed for all subjects. There is careful tracking of pupils' attainment and progress as they move through the school. Some staffing changes have been well managed and a very good support programme has been devised and implemented for a newly qualified teacher. Improvement since the last inspection has been good. The school has good capacity to sustain its areas of high performance and to further improve those areas which are at present satisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	C	B	B
Writing	C	C	C	C
Mathematics	B	D	B	B

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

The school's results for the year 2000 show an improvement on the results for 1999, which showed a dip from previous years, especially in mathematics. The main reason for these differences is the difference in the pupil intakes. In the year 2000, results are above the national and similar schools' averages for reading and mathematics and similar to them for writing. Over a three year period between 1998 and 2000, reading, writing and mathematics standards all exceeded the national average. Over the same three year period, boys did better than girls in both reading and writing, but there is little difference between boys' and girls' mathematical performance. Standards of reading are consistently good and pupils of all abilities make effective progress. Higher attaining pupils are suitably challenged in their reading and are given good opportunities to understand and use a full range of books, including information books. Pupils develop good phonic skills and use them well. Standards of presentation are good across all subjects. Attainment in science and information and communication technology (ICT) is above expectations at the end of Key Stage 1 and progress is good in these two subjects. Attainment in religious education is above the expectations of the locally Agreed Syllabus and progress is satisfactory. Attainment in geography, history and physical

education is above expectations and progress in these subjects is good. Attainment in art, design and technology and music is in line with expectations and progress is satisfactory. Pupils with special educational needs make good progress through Key Stage 1. By the time they enter Key Stage 1, the majority of Reception children will have exceeded the Early Learning Goals, while Reception children with special educational needs will have made good progress towards them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards school and their work. They enjoy the rich variety of activities and they know that all they say and do is valued. They like coming to school and they play a full part in all aspects of school life.
Behaviour, in and out of classrooms	Behaviour is good. Pupils have good understanding of what the school expects of them and they respond well. The small element of boisterous behaviour is often linked to over-enthusiasm in class.
Personal development and relationships	Pupils' personal development is very good. They form effective relationships with staff and each other. They accept responsibility readily and treat each other well.
Attendance	Attendance is good. It is better than the national average and there have been no exclusions. Pupils are punctual.

The school is consistently supportive towards its pupils. All staff encourage maturity and help pupils to develop independence. The very good relationships between all adults and all pupils are reassuring, so pupils' confidence and their ability to contribute to the social community of the school increase steadily.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
Lessons seen overall: 51	Very 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.

Overall, 47 per cent of teaching is very good or excellent and 53 per cent is satisfactory or good. There was no unsatisfactory teaching. Teaching in the two Reception classes is consistently very good. Almost all of the excellent teaching was in these classes, with one excellent lesson in Key Stage 1. Teaching in English is very good overall for all classes and all ability groups. In mathematics, teaching is good overall. The teaching of pupils with special educational needs is good, whether being carried out by the teachers or the support staff. The skills of literacy are taught very well, with very good attention to phonic skills, which pupils learn and use very effectively. The teaching of numeracy skills is good. Teaching strengths include the good planning and preparation,

good subject knowledge, good understanding of the needs of pupils, high expectations, very good management of pupils and very good use of support staff, resources and time. The school makes every effort to meet the needs of all its pupils, and is very successful in doing so. Through the good and very good teaching, pupils of all ages develop very high levels of interest, concentration and independence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum range and quality are very good. Pupils enjoy learning about many different things and as a result they learn well and show high levels of interest in all that happens in school.
Provision for pupils with special educational needs	Provision is good. Pupils' special educational needs are identified at an early stage and all concerns are followed up. The register of special educational needs is well maintained and all available services are utilised for the support of these pupils. Staff in the school keep good records and all documents are up to date and show good attention to progress in learning. There is good communication between teachers and support staff, which further benefits these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall. From starting school, pupils are helped with the growth of independence and self-reliance. They learn how to make a contribution to the school community and understand how it works. The provision for spiritual development is evident in all provision. Moral and social guidance is consistently very good, plays a very important role, and is presented in ways that pupils understand. Cultural development is good.
How well the school cares for its pupils	This is a caring school, which makes very good overall provision for welfare and guidance. There is very good support for promoting personal development and good behaviour. There is good support for pupils' academic progress. Good use of assessment to check pupils' attainment and progress also ensures that curriculum planning continues to take the learning forward.

There is a good partnership with parents. The school has very good provision for pupils' welfare and child protection. The curriculum has strengths in the provision for under-fives and in English throughout the school. Provision for phonic skills development is well understood and well resourced. This adds to the good reading provision and leads to effective spelling. Physical education is challenging and effective. The curriculum meets all statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the headteacher is very good. There is clear educational direction set through a thorough development plan. All key members of staff fulfil their responsibilities very well. All subject leaders take their roles seriously and develop the subjects effectively. Special educational needs arrangements are clear and well managed. Literacy developments have been very effective. The leadership of numeracy is very effective. Staff work as a team and understand their contribution to the overall effort.
How well the governors fulfil their responsibilities	The majority of governors have limited experience but team support for the school and strong commitment are evident. At present there is satisfactory impact on the shaping of the school's direction, but governors have quickly developed a good understanding of the school's strengths and possible developmental directions, which will support future work. Governors are effective in fulfilling their statutory duties.
The school's evaluation of its performance	There is good effect from the monitoring and evaluation procedures of the school. Developments are monitored to check the success of the outcomes. Pupils' attainment and progress are tracked, with any concerns being followed up. Any weaknesses are found and remedies are built into the curriculum. Pupils are given targets to help them achieve more effectively. The school keeps a good watch on its overall standards from year to year and strives to improve them. Teaching quality is monitored, with useful feedback to help everyone to develop.
The strategic use of resources	The school's funds are used wisely to improve educational provision. Staffing arrangements are very good and all members of staff are helped to be fully effective through the leadership, teamwork and good collaboration. Staff development work is well matched to school priorities. New staff are inducted very well. Resources are good and are used well to support teaching and learning. All teaching areas are well organised and effective. The school's accommodation is attractive and used effectively.

There is very good, shared commitment to improve and capacity to succeed. There is always very good effort to get the best possible value for money. The accommodation and learning resources are good. The staffing is very good, with teaching and support staff's skills and qualifications being of a very good match to the needs of the pupils and the demands of the curriculum. The leadership of the school ensures that the school's mission statement and aims, to nurture the whole child, pervade all its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school expects their children to work hard and do their best.• The school is approachable.• The school is well led and managed.• The school helps children to become mature and responsible.• Children make good progress.• The school works closely with parents.• Behaviour is good.	<ul style="list-style-type: none">• A small proportion of parents would like more information about how well their child is doing at school.

Inspectors agree with all positive comments. The information sent to parents about their children's progress is satisfactory. The school is working out ways to improve this further.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment in reading in the 2000 national tests at the end of Key Stage 1 was well above the national average and well above the average for schools with similar numbers of free school meals. Attainment in writing in these tests was similar to the national average and the average for similar schools. Attainment in reading, writing, speaking and listening in the inspection is above average overall and pupils make good progress, including those with special educational needs. The difference between test results and inspection results in reading is because tests are held in May after two terms of work, and the inspection was held in November, which is only part way through the first term of the academic year. Writing is showing improved attainment at present because the school has set a priority on improving writing. In 1999, results were lower than usual, but this was related to the ability range of the pupils in that year group. Trends in test results over the four years between 1996 and 1999 show that reading has been well above the national average and writing has been above the national average. Over the same four years, boys have performed better than girls in both reading and writing: there is no clear reason for this at this stage.
2. Attainment in mathematics in the most recent national tests at the end of Key Stage 1 is above the national average and above the average for similar schools. Attainment in mathematics in the inspection is above average. Pupils, including those with special educational needs, make good progress. Trends in test results between 1996 and 1999 have been above the national average, although in 1999 they dipped to the average due to the ability range of the pupil intake. In 2000 they improved again. There is no significant difference between the performance of boys and girls in this subject.
3. Standards in literacy are good overall. Pupils read effectively and use reading well in their learning. They produce pieces of writing in most subjects, and can write for a range of reasons, such as explaining their science or events in history, as well as writing stories, descriptions, poems and lists in English. Pupils understand sounds well, and as a result, their spelling and reading are constantly improved. Standards in numeracy are good. Pupils can use numbers effectively in a range of situations and subjects.
4. In the most recent teacher assessments at the end of Key Stage 1, attainment in science is above the national average and above the average for similar schools. In the inspection, attainment in science at the end of Key Stage 1 is also above the national average. Progress in science is good.
5. Attainment in information and communication technology at the end of Key Stage 1 is above national expectations, and progress is good.
6. Attainment in religious education is above the expectations of the locally Agreed Syllabus. Progress is satisfactory.

7. Attainment in history and geography is above national expectations at the end of Key Stage 1 and pupils make good progress. Attainment in physical education is good with some very good elements, and progress is good. Attainment in art and design, and in design and technology is in line with expectations at the end of Key Stage 1 and pupils make satisfactory progress in these subjects. A limited amount of evidence suggests that attainment in music meets expectations at the end of Key Stage 1.
8. Standards in the two Reception classes are very good. Pupils make very good progress in their personal, social and emotional development, knowledge and understanding of the world, creative development and physical development. They make good progress in communication, language and literacy and their mathematical skills and understanding. By the time they enter Key Stage 1, the majority of pupils will have exceeded the Early Learning Goals, while pupils with special educational needs will have made very good progress towards them.
9. Pupils with special educational needs in all parts of the school make good progress in relation to their prior attainment. Their programmes of work include attention to well identified targets for learning, and the steady review and evaluation by staff ensure that they move forward in their learning through new targets at an appropriate rate.

Pupils' attitudes, values and personal development

10. The high standards of behaviour and enthusiasm for school found at the last inspection have been maintained. Pupils' attitudes to school are very good. They like coming to school, are eager to learn, and are often simply bursting to answer questions during the effective and stimulating sessions which follow pieces of teaching. They concentrate well and are often inspired to reach high standards of speaking, knowledge and understanding. Reception class pupils make very good progress in their personal and social development. This was particularly well demonstrated in a literacy session for these pupils, when the teachers 'made' Kipper's cake. The pupils showed a mature level of understanding of the subtleties of the joke between the adults as they acted out their apologies for making a mess. In many lessons pupils showed their capacity to carry out investigations, or complete pieces of work very independently.
11. Behaviour throughout the school is good. Pupils are well aware of the high standards expected of them and they conduct themselves well, often with a maturity beyond their years. Most pupils show good self-control, respect for people and property, and try hard to follow instructions. Occasionally a few pupils, mainly boys, become over-exuberant when the content of a lesson is particularly exciting, and can present a challenge. However, they quickly calm down in response to the teachers' wide range of strategies, which are effective in promoting good behaviour. Playtimes are generally harmonious and good-natured, with little upsets quickly soothed.
12. Relationships are very good. The school ethos is calm and caring, with clear evidence that all members, pupils and staff, are understanding and thoughtful towards one another. Pupils are

particularly anxious to be helpful, and like to help their classmates, for instance in learning new computer skills, as well as helping the teacher. They are taught to recognise and respect the different feelings, values and beliefs of others. There is a genuine sense of shared celebration when any pupil achieves particular success, either in school or in out-of school activities.

13. The personal development of pupils is very good. From their arrival in the Reception class, they make good progress in developing independence and in learning how to work and play together. They are confident, and can express their own feelings and emotions. They are able to make reasoned choices, and in many cases are capable of judging how well they are getting on in relation to the targets set for them in English, mathematics and personal development. Through teaching in assembly and lessons, as well as by example, pupils learn the importance of taking on those characteristics of bravery, kindness, and consideration which will stand them in good stead as they grow older.
14. Attendance is good and is regularly above the national average for primary schools. Unauthorised absence is very low. Parents ensure that their children arrive at school on time. The school now meets the legal requirement to publish its attendance figures. There have been no exclusions.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is good overall. All teaching is satisfactory or better, with almost half being very good or excellent. Most of the eight per cent of excellent teaching was seen in the two Reception classes, with one excellent lesson seen in Key Stage 1. Much very good teaching was seen in all parts of the school, and in total, this amounted to 39 per cent. Of the remainder, 41 per cent was good and twelve per cent was satisfactory. There is a strong team approach to teaching which is particularly effective in the school's reading and phonics provision, the planning for teaching, the organisation in classrooms, the management of pupils and the provision of speaking and listening opportunities. The school leadership plays a highly influential role in these matters and has a very good impact on teaching standards.
16. The teaching of literacy is very good and the teaching of numeracy is good. The difference is because the National Literacy Strategy is now very well established in the school, while the National Numeracy Strategy is still being developed. Teachers work hard at their planning, using their good subject knowledge well, and they plan effectively for learning to take place by having clear objectives and good classroom methods. Their monitoring activities through subject co-ordination roles have a continuing positive influence, as all teachers help each other and the support staff to improve, keep up-to-date and enjoy greater success.
17. Teachers always set a good example for pupils, and this is evident in some of the teaching. For example, the very good teaching in ICT, results from the patient and caring way that skills are taught to individuals. Because there is a limited number of computers, teachers often have to build this instruction and guidance into the time and provision for other subjects. This was seen in a Year 2 class when the teacher was leading a lesson about characterisation in English. At the same time, individual pupils were learning some of the elements of word processing on the computer. Where pupils could manage together, the teacher organised for those with

confidence and skills to help those who were still learning. She also showed great skill in knowing which pupils would not benefit from such an approach, and for these pupils she, herself, gave the help needed at the computer. Throughout this work she was able to maintain very good attention to individuals while also ensuring that the whole class maintained their attention to the class work. She always found time at the appropriate moment, and was always courteous and patient with the pupil, never keeping the whole class waiting while she dealt with the individual.

18. Other variations in teaching quality result from the different levels of classroom support which are possible, the opportunities teachers have had for developing subject knowledge together, the guidance provided by the co-ordinator for the subject or the level of development attached currently through the school development plan. While all of these processes affect the school at present, they are at different developmental points in each subject, but the development planning gives good attention to ongoing development in teaching. Variations between the teaching of under-fives and the teaching of Key Stage 1 pupils are mainly because the two Reception class teachers are very experienced and have worked together for a long time, so their skills are very well refined. The Key Stage 1 staff includes teachers who are newly appointed to the school, one of whom is newly qualified. During the inspection there were also some supply teachers in Key Stage 1.
19. The excellent teaching included very secure understanding of how young children learn, using fun, laughter, skilled organisation, interesting contexts, variety and the excellent pupil to teacher relationships to make the very best of every opportunity for learning. The excellent and very good teaching used assessment opportunities and knowledge very well to ensure continued learning for all ability groups. In a very good Year 1 history lesson, the teacher used a series of teddy bears to turn pupils into investigators. They had to find out about the clues which tell how old things are. The speaking and listening involved them very well, while the tasks carefully took into account their writing capabilities.
20. There is satisfactory use of homework to support reading. Teachers use resources very effectively, and explore a very good range of items, pictures and software to help maintain interest in learning. In a very good Year 1 geography lesson the teacher was successful in introducing pupils to challenging ideas about countries of the world, the world being round, and the view of the world from space, by effective use of a globe, maps, and the travels of Paddington Bear. The lighting up of the globe caused the pupils to gasp with wonder. Teachers have good questioning skills, which involve pupils in the lesson and make learning more secure. For example, in a Year 2 literacy session, the questioning of individuals and the clear teaching points ensured that pupils of all abilities became familiar with the 'ow' and 'ou' sounds, and had every opportunity to give good examples, suggesting words such as 'voucher' and 'cowboy' which they could then spell correctly.
21. The teaching of pupils with special educational needs is good overall. These pupils receive well-matched work and have full access to all activities with the class. Where they receive separate teaching, for example, in literacy, they have this opportunity at the same time as the class does. Their provision at these times is by a special educational needs assistant, and is always well structured and effective. Teachers, special educational needs assistants and class

teachers have good communication to ensure that activities are appropriate to the learning needs and progression in learning continues effectively.

22. At the time of the last inspection, there was eight per cent of unsatisfactory teaching. This led to some cases of skills not being practised, some too-easy work and some too-challenging work. Not all teachers' assessments of learning and attainment were accurate. All of these weaknesses have been attended to, and now there is good assessment which is used well to inform the planning and the progression in learning. Improvement since the last inspection has been good.

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

23. The school's provision for the curriculum is very good. It meets the statutory requirements to teach the National Curriculum in Key Stage 1 and complies with the locally Agreed Syllabus for religious education. The curriculum is broad and balanced, with a wide range of opportunities to meet the needs and interests of pupils. The school gives particularly effective focus to the delivery of English and mathematics. The National Literacy and Numeracy Strategies have been implemented successfully and are having a positive impact on standards. All subjects have schemes that give details of the work to be covered and the expected learning outcomes and these give a sound basis for ensuring continuity and progression in pupils' learning. Curriculum co-ordinators give a high level of support to ensure very good provision. The school is currently reviewing its schemes of work with reference to guidance from the Qualifications and Curriculum Authority (QCA) and adapting the advice to the needs of the school. This represents an improvement since the last inspection. Provision for pupils who have special educational needs is good and they make good progress in relation to their prior attainment.
24. Teachers' planning is good. There is a curriculum overview for the Foundation Stage and Key Stage 1, supported by long term planning detailing the work to be covered during each year. Teachers plan together and this is effective in ensuring that pupils of the same age receive the same opportunities for learning and that they make at least sound progress as they move through the school. In subjects other than literacy and numeracy, teachers plan carefully for linked subject work and this is particularly effective in ensuring that programmes of study for foundation subjects are covered in sufficient detail. Weekly plans give clear objectives for pupils' learning and teachers evaluate the effectiveness of teaching on pupils' progress. Priority is given to developing basic skills. For example, speaking and listening skills are well developed through every area of the curriculum. Pupils have opportunities to develop a range of writing for different purposes in a number of subjects. In English and mathematics, teachers match the work to the needs of the pupils through differentiated activities. In other subjects, differentiation is mostly by outcome but, nevertheless pupils are sufficiently challenged and, in physical education, there is a high level of challenge for all pupils. In mathematics and science, teachers provide many opportunities for investigative work and problem solving.
25. Curricular provision for pupils in the Foundation Stage is excellent. Planning is from the nationally recommended Early Learning Goals and is particularly effective in ensuring that

pupils make good progress. Teachers match the work very closely to the needs of the pupils and are creative in the ways that they promote learning. A very effective literacy lesson, when teachers “made a cake”, gave an excellent example of collaborative planning between teachers, non-teaching staff and the headteacher. The environment is stimulating and well structured. Pupils respond very positively to the high expectations and make very good progress, particularly in developing their initiative and becoming independent learners.

26. The development of pupils’ ability to work independently and show initiative is very noticeable throughout the school and is an area of strength.
27. Strategies for teaching the basic skills of literacy are very good and ensure that pupils make good progress. The National Literacy Strategy is now very well established in the school. There is a structured reading programme, which is implemented imaginatively to encourage enjoyment in reading and a detailed phonics programme underpins the development of reading and spelling. Pupils who have special educational needs are supported in small groups and make good progress with reading. This involves withdrawal from the class; it is carefully planned to take place during literacy and reading sessions to ensure that pupils receive their full entitlement to the curriculum.
28. Provision for the teaching of numeracy skills is good. Teachers have implemented the National Numeracy Strategy and this is proving very effective in raising standards in numeracy. Teachers have good subject knowledge and all pupils make good progress. At the time of the inspection most mathematics work seen was on numeracy but there is planned provision for other aspects of mathematics. Pupils’ responses show that investigative and problem solving skills are well developed. Pupils show enthusiasm for the work and their ability to work independently and persevere with tasks is highly developed.
29. Extra-curricular provision is excellent. Pupils have the opportunity to attend a number of clubs outside the school day, covering physical education, computers, guitars, choir and First Aid. In the clubs seen, pupils were very enthusiastic and eager to contribute. Activities were well planned and encouraged pupils to participate. Homework for pupils in Year 2 effectively supports classroom work.
30. The school makes good use of the extensive grounds, playing field and pond areas to enrich the curriculum, and very good use of educational visits and visitors to further enhance the taught curriculum. There are regular visits from the police, the fire service, the school nurse and the minister. The recently established link with a school in Ireland will be developed further through the use of the internet. An excellent learning experience for pupils is a residential visit of two nights, which links to a number of curriculum areas. It is rare for pupils of this age to have opportunities for residential visits and the school makes excellent use of this facility. In addition to extending the pupils’ curricular experiences, this visit enhances and supports the very good provision for developing pupils’ personal and social skills.
31. Provision for equality of access is good. The school is committed to equality of opportunity. There is a detailed special educational needs policy and the school complies fully with the Code of Practice for special educational needs. Pupils with special educational needs are

effectively supported and benefit from the broad range of opportunities. Pupils with individual education plans have specific targets that closely match their needs and are regularly monitored to ensure progress. Parents are involved at an early stage in the process. Although there is no policy for gifted and talented pupils, staff have undergone training in providing a challenging curriculum for higher attaining pupils and these pupils achieve at an appropriate level.

32. Provision for personal, social and health education is very good. Pupils are aware of the importance of healthy eating and exercise. Pupils talk about 'healthy' and 'unhealthy' food and are beginning to be able to make decisions about the right kind of foods and exercise. The provision for drugs education is appropriate to the age and understanding of the pupils. The governing body has agreed that formal sex education will be provided in the junior school, although teachers will respond to questions and inquiries from pupils. Pupils' personal development is addressed through all areas of the curriculum, and adults in the school act as very good role models for pupils.
33. The school makes good use of the locality. In addition to visitors from the community, pupils visit the local church, and support local charities, cultivating their awareness of community and responsibility for others. Pupils had taken part in a walk round the town, which developed geographical and historical skills, as well as providing opportunities for writing and art-work.
34. The school has very effective links with the junior school to which the pupils transfer. The headteacher of the junior school regularly leads music sessions with the pupils, junior pupils attend assemblies to display awards, and groups of pupils attend performances at each other's school. A recent concert, when junior and infant pupils performed on guitars, was very successful and encouraged pupils to take up a musical instrument. Teachers from both schools share in-service training and there have been opportunities for teachers to observe teaching in the partner school.
35. The school's provision for pupils' spiritual, moral, social and cultural development is very good. The school has continued to promote positive values and attitudes in the pupils.
36. Provision for spiritual development is very good. Concern for spiritual development is clearly addressed in the school aims and spirituality permeates the curriculum. Pupils' spiritual development is enhanced through acts of worship, religious education lessons and the links with the local church. Music is used very effectively to help pupils express moods and emotions. There are very good opportunities throughout the school day for pupils to experience wonder and explore their feelings, including a quiet reflection time during lunch. A particularly effective religious education lesson helped pupils to internalise and express feelings of joy and disappointment through unwrapping exciting parcels. The recent provision of a prayer box develops pupils' spiritual growth and social awareness through praying for others.
37. Provision for moral education is very good. Teachers act as good role models, treating pupils with respect and consideration. There are some instances of boisterous behaviour but teachers use a wide range of strategies to help pupils to develop self-discipline and to encourage thoughtful behaviour. Pupils know the difference between right and wrong, treat

school equipment with respect and take responsibility for their own actions. Moral values are emphasised through the school aims and values.

38. Provision for pupils' social development is very good. Pupils in the Reception class are very independent, capable of choosing activities and explaining their choices. They take turns and share with others. Older pupils work well with each other, discussing ideas and sharing equipment. They show independence and take responsibility for others. Adults in the school set a good example for pupils and promote good relationships throughout the school.
39. The school's provision for cultural education is good. The general ethos of the school promotes positive attitudes. Pupils are aware of other cultures and religious beliefs and show sensitivity in talking about different ways of life. There is a reasonable range of books on other faiths and cultures in the reading provision and in the school library. Pupils listen to music from different countries and there are paintings and artefacts from other cultures displayed around the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school makes very good provision for the welfare of its pupils. All staff, whether teaching or non-teaching, are vigilant and caring, placing a high priority on the safety and well-being of pupils. Child protection procedures are good, and follow agreed guidelines. Health and safety is monitored well and issues are dealt with immediately. For the future well-being of pupils, they are taught the principles of healthy eating and the need for regular exercise, as in the visit by a 'healthy heart' team earlier this year. The procedures for recording attendance and monitoring absences are effective.
41. The quality of support and guidance provided for the academic and personal development of pupils is very good and continues to be well monitored. It makes a major contribution to the good standards achieved. The class teachers and headteacher know the pupils very well and sensitively encourage them to meet the high expectations. There is flexibility in the way different pupils are helped to meet their personal targets, and the quality of support for those with special educational needs is particularly good.
42. Good use is made of test results; this helps the teachers to group pupils appropriately and to see whether individuals are making appropriate progress. A detailed knowledge of the level of understanding reached by each pupil means that teachers can plan and prepare the next learning steps appropriately. The use of assessment underpins the system of short-term targets in English and mathematics and in the careful planning of science, history, geography and physical education.
43. The wide range of teaching strategies, praise and rewards designed to emphasise and promote good behaviour are a strength of the school. Staff are consistent in their focus on positive role models and their high expectations. The award of a conker to those classes who conduct themselves well on entering and leaving the assembly hall was an appropriate seasonal touch which helps to develop the idea of corporate responsibility. The school places considerable emphasis on the personal development of pupils and provides many opportunities for them to

learn about, and reflect on, those Christian values of love, kindness, forgiveness and gratitude which they then demonstrate in their dealings with one another.

44. Very good links with the pre-school Tiddlywinks group ensure that pupils are sensitively supported as they enter full-time school, and the school has improved its procedures at the very beginning of the day when pupils enter the building. The provision of a residential visit for pupils in Year 2 makes a major contribution to the personal development of pupils by giving them opportunities to live and share together, as well as to meet new challenges and grow in confidence. The close relationship with the junior school provides a secure and well-supported transition to Key Stage 2.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents think highly of the school and particularly value its high expectations for their children and the way it helps them to become mature and responsible. The welcoming and supportive atmosphere continues to be a feature which parents appreciate, and which encourages a high level of parental support and involvement.
46. The school provides a wide range of information to assist parents in support of their children's education. Termly lists of the specific areas to be covered, as well as meetings about how numeracy and literacy are taught, contribute well to parental involvement, and some parents extend this support by volunteering to help in school. A few parents still feel they would like more information about how their children are getting on. The inspection found that information to parents about their children's progress is satisfactory, but the school is seeking ways of further improving such information by finding an efficient way of conveying to parents the personal learning targets set by teachers for pupils. The school already provides the opportunity for a home-school dialogue in the reading diaries, and by sharing reading targets on bookmarks. At the parents' meeting in January teachers discuss each child's English and mathematics targets, as well as progress made. The full written annual progress reports are clear and detailed.
47. The impact of parents on the life and work of the school is very good. In addition to home support by hearing reading, and helping with homework tasks, parents provide generous support for the activities organised by the Friends of the School. This group of parents and friends arrange a wide programme of events which enhance the social life of the school and the local community, as well as raising funds for educational resources. Some parents also assist with the residential visit and with various areas of the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Leadership and management are very good. The headteacher's management makes a very good impact on the school's positive ethos and its overall success. There is a clear strategic development plan, which is based on a full audit of school needs. The headteacher, acting deputy and other key staff fulfil their roles very effectively, setting a clear educational direction which reflects the school's aims. The whole staff work together as a team, supporting each other and setting high standards. The financial resources of the school are used very

effectively. Specific grants have been obtained and used to improve the building, new stock has been purchased to support recent curriculum developments, especially the National Literacy and Numeracy Strategies, resources are organised so that they can be accessed for maximum use, and all spending is linked to best value principles by shopping around for the best quality and price. Spending is carefully monitored.

49. The governing body, although recently established in its present membership, is effectively fulfilling all of its responsibilities and developing a high profile to support the leadership of the school. Governors are quickly getting to know the strengths of the school and understand its areas for development. They show a very high level of commitment by becoming involved in many aspects of the school's work, spending time in assemblies, working in classrooms and supporting other school activities.
50. In response to the last inspection report, the school development plan has a clear strategic element related to monitoring and evaluation. This aspect of school development is good. It has been addressed thoroughly and is affecting quality and standards positively in all areas. There are regular reviews to check the effectiveness of the school's work and that the outcomes lead to further action. For example, for a number of the subjects there have been small development plans prepared as a result of such evaluation. Detailed monitoring of standards has been developed over the last three years. The outcomes of the national tests are analysed for strengths and weaknesses, which then are addressed through the curriculum. Individual pupils' results are checked to monitor their progress in relation to the baseline assessment when they entered school. Recent baseline assessments include predictions of Year 2 test results. At present the school does not track girls' and boys' results separately to monitor and seek reasons for any gender differences.
51. Curriculum co-ordination roles have been developed well since the last inspection. All co-ordinators have had help to ensure that they are able to carry out this responsibility effectively, and all show at least satisfactory competence in offering leadership and guidance to colleagues, with some examples of good and very good subject leadership. A good example is the leadership of English, which has helped every teacher to feel confident in teaching the literacy strategy. The quality of planning and teaching is checked, with guidance being offered to support any weaknesses. The newly qualified teacher is fully supported through the application of a carefully designed programme, clear targets for development, guidance from the appointed mentor and visits to see effective teaching in other classes and other schools. The staff development programme is firmly linked to school priorities and makes a good impact. There is strong, shared commitment and very good capacity for continuing success.
52. The organisation of classes, the strategic use of staff and the very good use of resources in the school all have good impact on quality and standards. The quality of the staff and the teamwork are very good. Pupils' personal development has a high priority in all provision. Pupils' academic standards are supported through ongoing assessment which then guides curriculum planning, helpful marking by teachers, new challenges and lots of encouragement. The use in the school of very clear developmental schemes for reading and phonics ensure that basic skills are taught well and used well by pupils. New teachers are given considerable help to prepare them to use these schemes successfully. Teachers have good understanding of

pupils' progress and ensure that effective rates are maintained. Supply teachers are given good planning details to help them carry out their responsibilities. Special educational needs provision is managed very well. All records for these pupils are up to date and all funds used effectively in their support. The accommodation is good. The school is a bright, encouraging and stimulating learning environment. The accommodation receives ongoing attention, with a recently built and developed new classroom and improvement in the facilities and access for the disabled. Further plans for improving the pupils' entrance areas are already in hand. The grounds are in very good order and used well to support the curriculum.

53. Since the last inspection the leadership and management of the school has been strengthened and developed and is now very good. The school is very effective as a result of the strategic management. Attainment on entry is average. Standards are improving again after a dip in 1999, which was mainly the effect of an intake with a higher proportion of lower attaining pupils. In the year 2000 standards are good. All pupils make good progress. The quality of teaching is very good in the Reception classes and good overall in Key Stage 1. The school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Key Issues:

54. The school is successful and there are no key issues.

Minor Issues which should be considered by the school:

55. a) Consider how the marking of work might be further developed to tell pupils how to improve, and how information to the homes could tell parents about pupils' learning targets.
(Paragraphs 42, 46, 90, 93).
- b) Consider tracking the attainment of boys and girls separately to see whether any reasons for differences can be uncovered in the longer term.
(Paragraphs 50, 76)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	60

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8%	39%	41%	12%	0	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)	N/A	193
Number of full-time pupils eligible for free school meals	N/A	20

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y2
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	4.2
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	43	26	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	41	36	42
	Girls	24	25	24
	Total	65	61	66
Percentage of pupils at NC level 2 or above	School	94 (79)	88 (78)	96 (81)
	National	84 (82)	85 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	39	41
	Girls	24	24	24
	Total	62	63	65
Percentage of pupils at NC level 2 or above	School	90 (81)	91 (85)	94 (87)
	National	84 (86)	88 (86)	88 (86)

Percentages in brackets refer to the year before the latest reporting year (i.e. 1999).

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	193
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Year 2

Total number of qualified teachers (FTE)	7.7
Number of pupils per qualified teacher	25.1
Average class size	27.6

Education support staff: YR – Year 2

Total number of education support staff	6.0
Total aggregate hours worked per week	94

Financial information

Financial year	1999/2000
	£
Total income	333675
Total expenditure	337607
Expenditure per pupil	1689
Balance brought forward from previous year	23166
Balance carried forward to next year	19234

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	127

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	2	0	0
My child is making good progress in school.	53	41	2	1	3
Behaviour in the school is good.	45	47	2	1	6
My child gets the right amount of work to do at home.	39	50	9	2	0
The teaching is good.	54	40	2	0	4
I am kept well informed about how my child is getting on.	27	53	14	2	5
I would feel comfortable about approaching the school with questions or a problem.	65	29	5	1	1
The school expects my child to work hard and achieve his or her best.	72	26	2	0	1
The school works closely with parents.	42	46	6	2	3
The school is well led and managed.	63	31	2	0	5
The school is helping my child become mature and responsible.	55	41	1	1	2
The school provides an interesting range of activities	35	36	9	2	19

outside lessons.

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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

56. Children begin in the Reception classes in the September of the academic year in which they have their fifth birthday. Most children have some pre-school experience and many transfer to the Reception classes from the school's pre-school group Tiddlywinks. Links between the Reception classes and Tiddlywinks are very good and recently the staff have jointly developed an assessment and recording booklet to help ensure continuity of progress and learning experiences through the Foundation Stage. Baseline assessment undertaken with the Reception children at the beginning of the year reveals that children are of average attainment.
57. The last OFSTED inspection report in 1997 indicated that the children in the Foundation Stage made good progress in most areas of learning. This inspection reveals that the school has not only maintained this good progress but in the five areas of personal and social development, language and literacy, knowledge and understanding of the world, creative development and physical development, the children now make very good progress. In mathematical development, progress is good. This improvement is due to very good planning, teaching that is never less than good, often very good and sometimes excellent and the very good organisation of the accommodation which presents children with stimulating activity areas.

Teaching

58. The quality of teaching in the Foundation Stage is very good overall and is sometimes excellent. The school has continued to build on the very high quality of teaching and learning in all areas seen during the last inspection. A major strength is the outstanding teamwork to which all adults contribute. Very careful planning aimed at addressing the needs of all children provides a very secure framework for future learning. Planning is continuously assessed and evaluated and changes are made in the light of findings. All staff are very clear about what is expected of them. The very high quality of their knowledge and understanding of their children's needs is one of the major factors contributing to the children's very good rates of progress.
59. By the time the children are ready to start in Year 1 the majority will have exceeded the Early Learning Goals, whilst children with special educational needs will have made good progress towards attaining them.

Personal, social and emotional development

60. Teachers provide very good opportunities to develop the children's personal and social skills, through very well planned opportunities for them to work and play together in small and class groups. Progress is very good because teachers and other well informed members of staff take every opportunity to extend and consolidate these skills and ensure the children have a secure, stimulating, interesting and well-organised learning environment. The open plan

classrooms and activity areas are particularly purposeful and, for example, include a variety of role play areas, a construction area and wet and dry sand areas; each having carefully planned Early Learning Goals outcomes displayed prominently to help guide adult helpers.

61. The children are secure in school routines and readily join in discussion about the need for rules and sharing, as for example when they were planning their pond visit. The children are polite and respectful of each other and they take their lead in this from the standards and values that their teachers set when talking to them. The valuing of all the children's opinions by the staff contributes significantly to raising of their confidence and self-esteem. The children play together harmoniously, as for example when they are deciding who should be the shopkeeper or customer in their vegetable shop or when they are taking it in turns to perform in the puppet theatre.
62. Children are encouraged to dress and undress themselves independently for physical activities and are very confident in finding their way to take messages to teachers or taking the register to the secretary.
63. Children are rapidly gaining in confidence when speaking to adults and frequently engaged the inspectors in their activities as, for example, when selling vegetables in the shop, explaining what was happening in the puppet theatre and also describing who the characters were in a small cameo of Cinderella.
64. The children are made aware of personal hygiene, and the washing of their hands is emphasised. Sensitive class and group discussions remind children of the importance of the feelings and beliefs of others and to support each other.

Communication, language and literacy

65. The teaching of language and literacy is very good and this enables children to make good progress. Very good questioning techniques and clear lesson objectives shared with the children continuously challenge children to participate, thus the children's command of language and confidence in using it is growing rapidly. Opportunities to engage in the role play areas whether independently or with adults are used well to develop speaking skills. The children enjoy stories and in 'mini' literacy lessons, they listen carefully, predict and talk enthusiastically about the pictures and comment on the characters in books such as 'Little Lumpty'. They are aware that stories have three parts, *beginnings*, *middles*, and *endings* and some children are able to re-tell the story in sequence. Most know that print carries meaning and they handle books carefully, turning the pages from right to left. Most children recognise their own names in writing and a number are confident early readers with a steadily increasing sight vocabulary. Games, including the use of flash cards of key words, alphabet jingles and ways of identifying and reinforcing letter sounds, ensure all children are involved and enjoying developing their reading skills. Good use is also made of the listening centres, allowing children to listen to taped stories and to sing alphabet songs. Their control in using mark-making tools such as pencils is developing rapidly through sequenced activities such as pattern making. Many children are able to copy words and this is used to good effect when they copy key words to learn for homework. Books are taken home regularly and the home-

school diary helps ensure an effective means of communication between parents and teachers. Teachers carefully assess what children can do and use this to good effect in setting them appropriate work. Children enjoy books because their teachers make reading a pleasurable and worthwhile experience.

Mathematical development

66. Children make good progress in developing their mathematical skills and understanding so that by the end of the Reception Year most will have exceeded the Early Learning Goals for mathematics. Most count confidently and reliably to 10 and some to 25 and beyond. Through a range of practical activities they are developing an understanding and recognition of different shapes and the use of the mathematical language, *long, short, big, small, more* and *less*. Rhymes such as ‘Five Fat Sausages’ help children count backwards with added interest and enjoyment. Some are able to identify missing numbers in sequencing numbers to 10. Opportunities to role-play in the shopping area introduce children to money, its value and the idea that items purchased have a price. The children are also able to recognise patterns, to match them, and some also attempt to make their own by using pattern grids. Pattern making is also reinforced using sand play and play-dough. Various jigsaw games are used to good effect to reinforce number order and individual number shapes.

Knowledge and understanding of the world

67. The children make very good progress in learning to understand and make sense of their world. The role-play areas and the puppet theatre allow the children to use their imaginations to recreate their own worlds, some based on fantasy, some real. The construction area allows the children to build with a large range of objects and to appreciate that what they make is sometimes stable but on other occasions unstable. The ‘small world’ area with its range of objects helps the children develop a sense of past and present and that dinosaurs belonged to one period of time and cars to another.
68. The children enjoyed drawing their school pond and predicting what they might find in it. The visit to the pond enabled them to learn about directional language such as *across, diagonal, straight ahead* and *down*. This supports the early development of geographical ideas. The teachers made very good use of this pond visit, engaging the children in discussion about autumn, colours and what possible differences they might find in spring. The children made sensible guesses as to what pond life they might find. The suggestion of ‘a crocodile’ reflected the good relationships and was intended to be humorous.
69. The children successfully control the use of a computer mouse to select, click on icons, move and drag and use programs that reinforce their understanding of numbers and letters. They use a programmable floor robot known as ‘Roamer’ and are able to command it to start, move a stated number of units, and then stop. They are also able to delete the instructions and put in another sequence. The children also have knowledge of other technology, and some use the tape recorder and listening centres with confidence.

70. The children have been introduced to various body parts and this is well linked to their physical activities when the teacher refers to the functions of muscles especially the ‘big heart muscle’.

Creative development

71. The children make very good progress in their creative development. The teaching in music lessons is excellent and the children make excellent progress in using a range of instruments such as maracas, tambourines, jingle sticks, hand bells and claves. The children listen carefully, and are able to maintain a beat, follow a rhythm and perform with confidence. They also sing songs enthusiastically. At the start of each morning and afternoon the children close their eyes, relax and reflect whilst listening quietly to music. The children are readily able to identify the composers and the music played, such as Handel's ‘Arrival of the Queen of Sheba’ and Vivaldi's ‘Four Seasons’. They also make their own music as when playing an accompaniment to ‘Five Fat Sausages’.
72. The children have good control when using scissors and they confidently use paint brushes and select their own colours. They have access to and use of a range of colouring resources which include pastels, chalks, felt tips and crayons.
73. The teacher made very good use of Van Gogh’s picture ‘Starry Night’ to inspire the children and to get them to look with care at whirls and patterns. The children made very good attempts to replicate these using a range of colours both in paint on white paper and with felt tips on sugar paper. The children explore model making, using a range of junk materials, glues and sticky tape.

Physical development

74. Very good teaching enables the children to make very good gains in learning in the area of physical development. Children exceed the Early Learning Goals by the time they leave Reception. They show a good awareness of the use of space, and position themselves carefully whilst teachers continuously reinforce safety issues. The children display good skills in jumping, landing and running whilst supporting and encouraging each other. The use of large equipment is well planned for and addresses the weakness identified in the last report. Health units are effectively linked and children become increasingly aware that when they work hard, they breathe more quickly and their muscles are used, especially the ‘big heart muscle’.
75. The outside environment is used well and children are able to learn to control or steer wheeled toys and to throw, catch, run and jump with increasing dexterity. They can handle tools well, manipulate dough and handle small and large construction equipment with confidence. Children are developing their fine motor skills well and use scissors for a variety of purposes.

ENGLISH

76. In the national tests in 2000, attainment in reading is well above average when compared to both the national average and the average for similar schools. Attainment in the writing tests is

average in both national and similar school comparisons. In 1999 both reading and writing were average in relation to both comparisons. The difference in test outcomes from year to year is caused mainly by differences in the groups of pupils in the year groups. Over four years between 1996 and 1999, pupils' performance in reading was well above average and their performance in writing was above average. Over the same four years, boys did better than girls in both reading and writing. This is unusual and the school does not know a reason why this should be so. No apparent reason was evident during the inspection, other than that there is a greater number of boys than girls on the school roll.

77. Standards of literacy are good overall. Reading in the inspection shows a good level of attainment. Pupils of all abilities make good progress. Pupils of higher ability read a range of texts very effectively. All pupils know about books and can use them effectively. Higher attaining pupils can use information books well, find what they are looking for by using the contents, and use alphabetical order to explore the details in the index. They try new texts with confidence and read with very good expression. Pupils of all abilities learn and use letters and their sounds well in support of reading.
78. The inspection finds that writing standards are above average and pupils of all abilities make good progress. By the end of Year 2, higher attaining pupils write a number of sentences, using capital letters and full stops in the right places. Some use more advanced punctuation, such as speech marks. They describe events in their writing, make lists, write letters and instructions. After a visit to the pond they write notes about what they see there. Handwriting is well formed and legible. Spelling is strongly supported by the school's careful use of a phonics programme, which helps pupils to understand and use letters and their sounds very effectively. As a result, spelling is mainly accurate.
79. Speaking and listening are encouraged in all areas of work. Pupils enjoy their conversations both in and out of lessons. All teachers ensure that their good progress is maintained, so they become good speakers. A few pupils are very articulate. Listening is good in most classes, but some Year 1 pupils find it challenging to listen for longer periods in class. All pupils listen well in assembly, where interesting stories, impromptu drama and good communication ensure their attention. By the end of the key stage, both speaking and listening are of a good standard. Pupils ask and answer questions, explain their ideas, tell about events and people and share their personal experiences. They speak clearly and with confidence, ask for help when they need it and explain any difficulties they may be having.
80. Pupils with special educational needs make good progress in relation to their prior attainment. They have good support in all lessons and have some special lessons in small groups. Teachers design work for them which fits their learning targets well. These targets are reviewed and up-dated regularly. Records of progress are clear and all communication between teaching personnel is effective. As a result, pupils with special educational needs learn to read and develop writing skills as far as they are able. Pupils with statements of special educational need receive very clear well-matched learning programmes and make good progress over time in relation to their prior attainment.

81. Teaching is very good. Teachers plan co-operatively and carefully, making good provision for the different abilities of the pupils. The resources to support English are varied and interesting for pupils. For example, big books are selected to interest and involve the pupils, with different books allocated to different classes to prevent any overlap. Teachers are skilled at blending the different elements of English. In a mixed Year 1 and Year 2 class, pupils worked together on the text of a big story-book about an animal at the veterinary clinic. They enjoyed the story, but also learned that text can be used to emphasise meaning by the use of bold or bigger words. The teacher helped them to learn more about capital letters through effective use of the book. She extended pupils' vocabulary and explored these ideas naturally in the use of information books. Later in the lesson the pupils wrote their own stories about animals going to the clinic, developing the idea of a character very well through the well-designed task. All teachers manage pupils and organise their classrooms very well. Links with other staff are clear and helpful, with good communication to ensure that they can carry out their work with groups of pupils effectively.
82. The curriculum for English is very good. The National Literacy Strategy is a well established daily routine for all year groups. There are well organised opportunities for speaking, listening, reading and writing. Work is well matched to learning needs, and interesting activities hold pupils' attention. Reading books are well matched to pupils' interests and levels of attainment. Reading arrangements are very effective, with good home reading provision and communication. The library provision is extensive and books are regularly up-dated, although some of the information books are currently falling out of date. Reading and writing are emphasised across the curriculum. There is good use of information and communication technology to support English work. For example, pupils in Year 2 studied a Victorian poem in history, and spent worthwhile time organising its lines on the computer screen and printing them out in an improved presentation.
83. The overall management of English is very good. The co-ordinator has led this subject for a number of years and has had a very good influence on standards and the quality of provision. The policy is effective, resources have been up-dated and staff have received full training and support to meet all the new demands for literacy. The subject has been developed well through monitoring processes which take into account the very good guidance from the local education authority. Assessments are effective and the staff have worked together to prepare a valuable reference portfolio of written work by pupils. The team commitment and ethos, together with the firm leadership, ensure that the school's good practices and well developed procedures are maintained.
84. At the time of the last inspection, standards in English were above average. The quality of teaching was good and the work on writing was relevant and stimulating. These aspects of provision have all been maintained. English has been further developed in the last four years through the introduction of the National Literacy Strategy, the further development of information and communication technology, additional assessment, extended co-ordination and improved leadership through monitoring work. Improvement since the last inspection is good.

MATHEMATICS

85. During the course of the inspection, inspectors observed nine mathematics lessons; studied teachers' planning; scrutinised samples of work from each class; talked with pupils about their work; held a discussion with the subject co-ordinator; analysed performance data, including the results of statutory assessment, looked at pupils' records and examined the range of resources.
86. In mathematics, pupils' attainment in statutory tests in 2000 was above both the national average and the average for schools with similar numbers of free school meals. Over the three years of 1998 to 2000, the school's performance in mathematics was above the national average. A dip in the 1999 results was related to a difference in pupil intake that year. There is little difference in the performance of boys and girls over time. Pupils attain similar levels in all aspects of mathematics except the use and application of mathematics, which is particularly well developed. This is a good improvement since the last inspection.
87. Pupils in Year 1 are able to order, count on and back and add and subtract numbers under 10, measure and compare two lengths and identify simple two-dimensional and three-dimensional shapes. Higher attaining pupils are able to count and order numbers to 100 and add and subtract numbers to 20. They recognise a greater number of two-dimensional and three-dimensional shapes. All pupils make good progress. In Year 2 there is good evidence to show that higher attaining pupils are working at the higher levels of the National Curriculum for Key Stage 1. Pupils can order and count numbers to 1000, and add and subtract numbers to 100. They are able to halve and double numbers, recognise and extend number patterns and record amounts of money. They use standard and non-standard measures and are able to select a suitable measure for the particular task, for example, they recognised that measuring the hall required a different measure from that used to measure pencils. In one lesson, pupils showed an excellent understanding of fractions and made excellent progress in improving their understanding. In lessons seen, pupils made good progress in mathematics. Standards of numeracy in lessons seen were above that seen nationally with evidence of above average attainment at the end of Key Stage 1. Pupils' ability to use their knowledge of mathematics to solve problems and carry out investigations is very good and is supported by investigative activities carried out in science. This is a considerable improvement since the last inspection
88. Pupils who have special educational needs receive suitable differentiated activities and are included, successfully, in whole-class sessions, through good use of questions and clear explanations. Overall, they make good progress in relation to prior attainment. Pupils of all abilities have very good attitudes to numeracy. They are enthusiastic, well behaved and keen to take part. They ask and answer questions with confidence, recognise that mistakes can help them to learn and are able to explain how they work out answers. Pupils' ability to work independently and sustain concentration is very good. They persevere with challenging tasks and make good use of the time available.
89. The school has implemented the National Numeracy Strategy very well and this is having a significant impact on the quality of teaching. The quality of teaching is always at least

satisfactory and in four out of five lessons it is good or better. In one out of five lessons it is very good or excellent. This is a considerable improvement since the last inspection.

90. Mental activities and whole-class introductions are led at a brisk pace, which gives a sense of urgency. Questions and explanations are well pitched to include all pupils. Teachers know their pupils well and tasks are differentiated to meet the learning needs of all pupils. The use of the plenary is particularly effective. The time is used very well to consolidate and extend learning and to introduce further learning. Teachers manage pupils well, treating them with courtesy and setting high standards for behaviour and attitudes. They make good use of resources and teaching aids, using them to bring variety to the pupils' experiences. Teachers ensure that non-teaching assistants are well prepared for lessons, and assistants were seen working very effectively with groups of pupils to support their learning. Teachers' subject knowledge is good and they use a range of teaching strategies to enhance learning. There is very good use of investigative work to enhance pupils' understanding and application of mathematics. In one lesson, inspired teaching of fractions enabled pupils to make excellent progress. In a very small number of lessons, pupils' noisy chatter hindered the flow of independent work. All work is marked, with supportive and encouraging comments, but marking is not used to help pupils understand how they can improve their work. The school has, overall, made very good progress in addressing issues about teaching raised in the last inspection report.
91. The subject's contribution to pupils' spiritual, moral, social and cultural development is sound. Spiritual and cultural awareness is evident in all aspects of the school. Pupils show consideration for each other and handle resources with care. There are many opportunities, through collaborative work in pairs and groups, for the development of pupils' social skills and their spirit of enquiry is well developed through problem solving and investigative work.
92. The school has addressed the issues raised in the previous report and has made good progress. There are many opportunities for investigative work, teaching has improved, assessment is good, and work is well matched to pupils' needs. Planning is detailed and focuses on pupils' attainment. Teachers plan collaboratively, which ensures that pupils in different classes receive the same experiences. Whilst most work seen during the inspection was in numeracy, it was evident from pupils' work and from discussions with them, that all aspects are covered during the year. There is a wide range of resources, used effectively to support pupils' learning. Classrooms provide a numerate environment with stimulating displays that celebrate pupils' work.
93. Leadership and management of the subject are good. Accommodation and staffing levels are satisfactory and there are adequate resources to deliver the subject. The co-ordinator has supported colleagues well in the implementation of the National Numeracy Strategy and has supplied training and advice. She has monitored the implementation of the strategy, identified and addressed areas of weakness. For example, training and support for class review sessions at the end of lessons has ensured that these sessions are now very effective in supporting pupils' learning. The co-ordinator maintains a portfolio of pupils' work, which is used to help teachers recognise the levels of attainment. This is effective in ensuring that teachers are able to assess accurately pupils' attainment and progress. There is a governor for

numeracy, who meets with the co-ordinator each term and informs the governing body of progress in mathematics. Pupils are assessed each half term and targets for improvement are set. Some parents expressed a concern that they were not kept sufficiently informed about their child's progress. Parents are informed about their child's progress at parents' evenings and in the end of year reports but the school could consider extending the information for parents by sharing pupils' targets with them.

SCIENCE

94. Attainment in science exceeds national expectations at the end of Key Stage 1. In the most recent national teacher assessments, 93 per cent achieved at least the national standard for their age, with a third of these achieving at the higher than average level. This level of performance is better than both the national average and the average for similar schools. Inspection judgements also show that attainment is above the national expectation. Pupils in Year 2 have effective investigational skills. They investigate the effects of different temperatures on the rate of melting of ice. They draw, write a description or complete a table of their results, explaining their work and their findings well. A particular strength is the ability of both boys and girls to carry out scientific enquiry effectively. Progress is good, including the progress of pupils with special educational needs. Since the last inspection, when science standards were above average, there has been good development, which has consolidated the standards.
95. Teaching is good overall. Great care is taken to help pupils understand the steps needed to develop effective scientific enquiry. Attention is given to the different learning needs of pupils, based on careful assessment. Planned activities are interesting and stimulating, with practical activities for pupils to carry out in the spirit of investigation. In very good lessons, teachers knew what skills they were encouraging, used good questioning techniques, and presented their lessons effectively so that pupils' interest and participation was maintained throughout. Pupils of all ability levels respond well. Many give clear predictions about the outcomes they expect, ask sensible questions and give clear explanations. In a Year 1 lesson about materials, pupils experimented with a range of qualities of paper to decide which would make the best bag for Paddington Bear to carry his shopping. Other Year 1 pupils investigated materials for their suitability as dishcloths. Both sets of pupils made effective investigations and kept useful records of their findings. Pupils of all ages are helped to understand the need to try to set a fair test.
96. The curriculum for science is good. It is balanced very well so that over every two years all the required elements are covered. There are useful links with literacy and numeracy. The strong emphasis on investigations and the rich opportunities to develop associated skills have very good impact and make a good contribution to the good standards achieved. All age groups visit the school pond, using very carefully prepared work-books to give them rich opportunities to study living things in this environment. The school has some useful science software which is used to stimulate pupils' curiosity and extend their understanding. Pupils visit a local farm and the Manchester Natural History museum. They incubate duck eggs to observe important parts of the life cycle. Each year the school holds an environmental week, during which the whole school engages in scientific study. Many parents take part, some of

whom offer specialist skills. Visits to Worden Park and an annual residential visit bring together geographical and scientific studies while also supporting pupils' personal and social development well.

97. The management and leadership of science are very good. There is an effective policy and scheme of work. Teachers' planning is reviewed and evaluated, and teaching is observed, with appropriate feedback to provide ongoing support. Training days and courses have had good impact in building the confidence of teachers to teach science. Resources are good and are very well maintained.

ART

98. The school allocates an appropriate amount of time to art and design each week but as these lessons take place on a Friday afternoon throughout the school no lessons were observed during the inspection. There is therefore insufficient evidence to make a secure judgement on teaching but evidence from displays, discussions with the subject co-ordinator and the pupils and a scrutiny of a portfolio of previous work indicates that pupils attainment at the end of Key Stage 1 is in line with that expected nationally. All pupils, including those with special educational needs, make satisfactory progress.
99. Displays of pupils work used to enhance the learning environment around the school give evidence that an appropriate range of skills and themes is being systematically taught. Line drawing, printing and colour mixing were particularly evident and reflected autumnal themes. The pupils work also revealed the extent of resources available to them and included pastels, chalks, crayons, felt tips as well as paints. Reflective moods are created when pupils are asked to express their feelings about music through the medium of paint. Prints by well known artists such as Picasso and Millais are also prominently displayed to good effect. Designing on the computer is an option in the weekly computer club. Pupils are encouraged to bring art work from home and this is displayed in a class 'gallery' thus widening the pupils appreciation of art and design.
100. The new co-ordinator has made a constructive and enthusiastic start to her role. A co-ordinator's file is developing effectively and contains, for example, an effective policy for the subject and a scheme of work based on the recommended units of work from the QCA. The units of work have been carefully arranged to ensure progression through the school. A good evaluation record has been introduced to enable staff to reflect on outcomes from pupils work in order to inform future planning. The co-ordinator is also beginning to collate a new portfolio of pupils work to help raise standards. Individual pupils portfolios are also being developed. A good range of resources has been assembled, which supports the subject well. This range of materials and tools is fully accessible to all staff.

DESIGN AND TECHNOLOGY

101. Although sufficient time is allocated to the subject, as with art, design and technology is timetabled for Friday afternoons and therefore, because the inspection ended on a Thursday, no lessons were observed. Consequently there is insufficient evidence to make a secure

judgement about the quality of teaching. Evidence from a scrutiny of work, and discussions with the subject co-ordinator and pupils indicate that standards are in line with national expectations at the end of Key Stage 1. Pupils, including those with special educational needs, make satisfactory progress.

102. A group of Year 2 pupils enthusiastically described the process they had undertaken to design and make a range of models connected to transport. Having made initial drawings, these pupils then had to choose their own materials from the well stocked design and technology resource area. When the models were completed the pupils were asked how they could be improved. This evaluation aspect of the subject was identified as a weakness in the last report but this has now been thoroughly addressed. Another example of this improvement being when the pupils evaluated their hand puppets, which in many cases were too small, they realised that they had not made an allowance for the seam. Consequently they made new hand puppets and then discussed whether paper had been an appropriate material to use. The pupils were also able to describe the effectiveness of different adhesives, from sticky tape to the use of glue guns. One pupil remarked that the glue being used was the best glue, "because it really sticks and dries clear".
103. The co-ordinator is relatively new to the post but has made a very good start. She is currently half way through a ten day design and technology course and she is disseminating ideas gleaned to the rest of the staff.
104. Following the weaknesses identified in the last inspection, advisory support from the local education authority has been provided and in-service training for staff has taken place. With the support of the local authority's adviser, the co-ordinator has used the units from the QCA to produce a scheme of work, which incorporates planned progression in learning. This emphasises skills development and ensures that resources are available to match the needs of each unit of work. The school is now well placed to raise standards in this subject.

GEOGRAPHY

105. Attainment in geography is above expectations for pupils of seven. At the end of the key stage, pupils show an awareness of places beyond their own locality. For example, they know where Leyland is on a map of England and show the position of major towns in Lancashire. They draw a simple sketch map of a route along a local lane, locating and drawing important or interesting buildings in their correct positions. Pupils have an awareness of distance and are developing a suitable geographical vocabulary. Progress is good for all pupils, including those with special educational needs. Year 1 pupils link their home address to the town of Leyland and the county of Lancashire and show where their home-town is on a map of England. Some point out places such as Peru. Higher attaining pupils in Year 1 appreciate that the earth is a globe and can point out Britain. They know that a map of the world and a globe are different representations of the same thing. Year 2 work builds well on these early experiences and deepens pupils' knowledge and understanding by extending the practical opportunities to use maps and plans.

106. Teaching is good overall, ranging between satisfactory and very good. In a very good lesson the teacher used the travels of Paddington Bear as the stimulus to develop geographical understanding. Teachers use effective strategies and have good expectations. Their subject knowledge is good and they work hard to make lessons interesting and lively. Pupils show a good response. They are interested in their work and apply themselves well.
107. The curriculum for geography includes all of the required elements of the National Curriculum. Sufficient time is allocated for the subject. The subject's provision enhances pupils' personal, social and cultural development through discussion, practical work, local study and a residential visit, where skills are applied in a new location. A pond visit and a farm visit link with scientific development and encourage attention to mapping skills, locations and habitats. There are effective links with literacy as pupils read map labels, write their addresses and explain their journeys. Pupils apply their number skills as they visit parts of Leyland and note the house numbers and street names. Some of the programs and activities used in information and communication technology help pupils to learn and understand directional vocabulary.
108. Leadership of the subject is very good. Teachers are supported very well and the subject provision is well managed. There is a clear policy and scheme of work, good organisation of field-work activities, monitoring of pupils' work and continuing attention to integration to extend the relevance for pupils. The good co-ordination sustains the quality of provision.

HISTORY

109. Attainment at the end of Key Stage 1 is above expectations for pupils of seven. Year 2 pupils show understanding of aspects of the past beyond living memory. They study different periods, such as the Victorian age. Pupils show considerable empathy with people of past periods, and are beginning to understand why people in the past behaved as they did. They examine artefacts and explain their use. For example, they explained the use of the flat iron and similar articles found on a Victorian domestic range. Their observations and discussions give them a sense of chronology and they learn to place some events in order. Progress through the key stage is good, including the progress of pupils with special educational needs. Higher attaining pupils in Year 1 are able to put three teddy bears in chronological order by interpreting historical clues. Other pupils say which is the oldest and which the youngest and explain why. In their topic about Victorian times, Year 2 pupils undertake detailed examination of artefacts and discuss differences accurately and in detail.
110. Teaching is good overall. Careful planning is applied after pupils' learning levels and needs have been assessed. A good range of artefacts is used to support lessons and teachers allow time for pupils to examine these. Good questioning techniques lead pupils into good historical understanding. Displays are very effective. The Victorian display included a school-room, kitchen and parlour from the period. Teachers used these areas well to encourage role-play to enable pupils to apply what they had learned. Classroom assistants provided good guidance to encourage pupils to explore different roles in these contexts, using appropriate items or clothes to add authenticity. Visits to appropriate venues extend pupils' understanding well. Learning is good. Pupils respond well to the good teaching and have very positive

attitudes towards history. They work at very good pace, have high productivity levels and develop very good concentration and independence.

111. The curriculum for history is good. It covers all appropriate elements as specified in the National Curriculum and has very good breadth and balance. There is an appropriate time allocation for the subject. By the time they leave the school, pupils have enjoyed a number of rich historical experiences. The range of first hand experiences is particularly helpful for pupils with special educational needs. A particular strength of the history curriculum is the good range of links made with other subjects. For example, in a historical walk down nearby Fox Lane, pupils not only explore the history of Leyland, but also develop map-work skills. The Victorian studies in Year 2 come to a close with the celebration of a Victorian Christmas. The use of time lines and dates contribute towards and makes use of pupils' numeracy skills. Literacy is supported through the extensive discussion, opportunities to dramatise and take up different roles, writing about the past and finding information from the many topic books and from the computer. The school makes considerable effort to ensure that the historical experiences created for pupils are memorable and enjoyable.
112. Leadership and management of history are good. The quality of provision in the school is enhanced because teachers are well supported by ongoing guidance and the provision of a good range of historical artefacts. Pupils' work is monitored to ensure that standards are maintained. The co-ordinator's continuing efforts to integrate history with other aspects of the curriculum have a good impact because these cross-curricular links add to pupils' understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

113. Attainment in information and communication technology is above the national expectation. By the end of Key Stage 1, pupils understand the purpose of most keys on the keyboard, and are able to use the letter keys, the return key, arrow keys and space bar effectively. They are competent in using the mouse and can lift and drag items from one part of the screen and place them in another. They use art programs to create pictures and designs; operate remote controlled toys so that they move around the floor to given instructions. Pupils use a small word processor to prepare their writing. They edit and print their work. Pupils of all abilities make good progress.
114. Teaching in information and communication technology is very good. Teachers use technical vocabulary well and give effective step-by-step demonstrations where appropriate. Individual attention is given where it is needed. Teachers organise for the more competent pupils to help where possible, so that pupils learn to share their expertise. Where pupils need adult guidance, this is given with sensitivity and patience. Preparation for classroom work is good. Teachers ensure that text is prepared and loaded ready for pupils to develop it further, and that appropriate programs are ready for use when needed. Support in class is good. The teacher's intervention was effective in a mixed Year 1 and Year 2 class, where pupils made labels using an interactive program; there was good use of questions by the teacher, and suitable periodic intervention helped pupils to maintain their effort. Pupils learn well, giving good concentration and effort. In the weekly computer club the teaching is supported by a

number of competent adults, so much learning takes place. In these lively sessions, pupils have access to good guidance as they transfer their skills to new software and try a good range of techniques and procedures.

115. The curriculum for information and communication technology is satisfactory. It is based upon the nationally recommended scheme of work and effectively provides for all aspects, appropriate skills development and clear progression in learning. The curriculum has good impact on pupils' understanding and use of information technology. The activity range is constantly being developed as new software is obtained. Activities are frequently linked to curriculum themes. For example, word processing is often part of history work, such as when pupils adjusted the spacing presentation of Victorian text to make it look like a poem. The subject contributes considerably to social development as pupils work in pairs, take turns and collaborate, such as when they organise together how the small robot known as "Roamer" might be given a more challenging task to complete by the addition of obstacles along the planned route. The computer club offers exciting after-school activities where pupils apply their skills over a wide range of options. Future developments include internet use, which is currently being established.
116. The co-ordination of information and communication technology is very good. The policy is clear and up-to-date. It supports the school's aims and mission statement well. Training for teachers includes courses at special centres and additional in-school support. The development of staff has had ongoing attention, and all staff now have good confidence to teach this subject. Computers have been up-dated and there is effective technical support available to the school. The provision of the after-school club is particularly demanding because the equipment has to be collected from around the school and located into the hall. This effort to re-locate the equipment pays good dividends in the way that space can be used, especially for control activities. Pupils' work is assessed and their progress is checked over time. These assessments feed into curriculum planning to maintain appropriate levels of challenge. Monitoring activities are undertaken. These follow the guidelines from the local education authority and are helpful in maintaining the high standards.

MUSIC

117. Only one lesson was seen during the inspection but inspectors attended a song practice and assemblies, watched a video of a school performance, scrutinised teachers' planning, held a discussion with the co-ordinator and talked to pupils.
118. Pupils are in line to attain national expectations in all aspects of music by the end of the key stage. They can sing simple songs from memory, maintaining the pitch, starting and finishing together and showing an awareness of other performers. They are able to compose and perform a simple rhythmic pattern using percussion instruments. They recognise that music comes from different times and places and are particularly aware of the moods and emotions generated by different kinds of music. They analyse some of the simpler features of music, such as tempo and repetition. They talk about the music played in class and in assembly, naming composers and comparing the styles of different composers. All pupils attain

appropriately. They are enthusiastic about music. They sing cheerfully and tunefully, are keen to play instruments and enjoy listening to music.

119. In the lesson seen, teaching was good. The teacher had good subject knowledge, the lesson was carefully planned and there was a clear learning objective. All pupils were involved in the lesson and made good progress because of carefully targeted questions and clear explanations from the teacher. The use of musical terms was reinforced by repetition and pupils know the correct names for the instruments that they use.
120. Music makes a satisfactory contribution to the spiritual, moral, social and cultural development of pupils. Music is used well to enhance the spiritual and personal development of pupils through discussion of the moods and feelings generated. Pupils have many opportunities to compose and perform in pairs and groups. The musical instruments available are from different cultures and extend the pupils' experience of types of music. The scheme contains advice on assessing pupils' progress and attainment in the subject and pupils who have special educational needs are well supported.
121. The school has made satisfactory progress in addressing the issues raised in the last inspection. Teachers plan carefully to address all aspects of the music curriculum and pupils make progress across the full range of skills. Composers' names are displayed and discussed in relation to their music. Pupils use musical terms correctly and are able to explain their meaning. Music has been given high status in the school. It is played in classrooms during registration and at other suitable times, and in the hall for assemblies. Music was used to good effect during a physical education lesson and in a numeracy lesson.
122. The co-ordinator for music gives a sound lead to the subject. She has adapted advice from the QCA to meet the needs of the school and offers guidance and support for teachers' planning. She has had some opportunities to monitor the quality of teaching and has produced a development plan to further develop the subject. Accommodation and staffing are satisfactory; resources are plentiful and accessible for use, although there was no evidence of the use of information and communication technology to support the subject. Instruments are labelled to support the teaching of correct names. The school has a choir and a number of pupils learn the guitar. Pupils have opportunities to perform in assemblies and in musical events such as the Christmas performance.

PHYSICAL EDUCATION

123. Standards in physical education are above national expectations overall at the end of Key Stage 1. Some very good elements are evident. This is a very good improvement since the last inspection. In response to points made in the last inspection report, the staff have developed good techniques for pupils to warm up and cool down at the start and close of the main part of each lesson. In addition, pupils are given plenty of time to develop their skills and are encouraged to transfer them into their work on the gymnastic apparatus. The school has done much to broaden the scope of physical education activities and the quality of links with other subjects. For example, during a residential visit, pupils engage in a wide range of physical education activities, including sledging, running, walking and involvement in team

games. As a result of these improvements, pupils' knowledge, skills and understanding in games activities are good. They are able to transfer their understanding from one aspect of physical education to another. Pupils' behaviour is always good and sometimes outstanding. Pupils enjoy physical education lessons. They take the work seriously and work with enthusiasm, paying good attention to instructions. As a result, they improve their understanding of their bodies and extend their physical performance and skills.

124. Progress is good. Pupils in Years 1 and 2 arrange the apparatus for a lesson, showing very good awareness of the safety aspects. All pupils use the warm-up activities to stretch and exercise all their body parts. They understand the purpose of this part of the lesson, including the need to exercise the heart muscle energetically. As the lesson proceeds, pupils practise skills on the floor of the hall, moving around in different ways and at different speeds. They then develop these movements on the gymnastic apparatus, working at different heights and combining movements in sequences. Apparatus work includes demonstrations of good practice, giving pupils a chance to observe each other and evaluate the quality and range of what they see.
125. Teaching is good overall and sometimes very good. Teachers know what is required, plan carefully and have high expectations of their pupils. They focus attention on specific skills and explain why these are being practised. They encourage pupils to evaluate their work. Teachers manage pupils very well, and create an atmosphere that promotes high standards of achievement.
126. The curriculum for physical education is very good. A sufficient amount of time is allocated to the subject. The school provision includes all elements as specified in the National Curriculum to promote pupils' physical development. The three day residential visit adds significantly to the range and extent of curriculum provision, while also supporting pupils' personal, social and cultural development. The curriculum is also enriched by visitors from dance schools and a local dance company. Sports days are organised to ensure the involvement of all pupils. A weekly gymnastics club extends the subject provision and further enhances pupils' attainment. Links with other subjects are particularly effective, with the health education link being particularly apparent.
127. The management of the subject is very good and has a positive effect on all provision. Good practice is promoted well, and includes lesson demonstrations for staff from visiting experts and the subject leader. Teachers have visited other schools to further explore good practice, and some have attended courses to extend their knowledge of the subject. Monitoring work ensures that the co-ordinator has very good knowledge of the standards of teaching and learning, and pupils' performance for all age groups. The school is very well resourced for this subject. Both the indoor and outdoor environments are used safely.

RELIGIOUS EDUCATION

128. Only one lesson was seen during the inspection but discussions with pupils, and the co-ordinator and a scrutiny of work, indicate that the standards of attainment at the end of Key Stage 1 are above the standards expected in the locally Agreed Syllabus. Pupils'

achievements demonstrate sound progress through the key stage. Pupils retell religious stories and explain the significance of religious festivals. They are able to describe some of the beliefs associated with religions other than Christianity and relate them to the relevant festivals. They are aware that some objects and symbols have religious significance, and could link some of the symbols to the underlying beliefs. Pupils respond sensitively to others and listen to each other's points of view. They discuss their own experiences, talking about the emotions generated. They understand the purpose of worship and talk about the power of prayer. All pupils are able to contribute to discussion about religion.

129. In the lesson seen, teaching was good and pupils, including those with special educational needs, made good progress with their learning. The teacher made effective use of questioning to develop discussion and pupils responded sensitively to the thought of people receiving bad news. Pupils settled very quickly to the written activity and showed full understanding of the task. Their comments were thoughtful and mature.
130. Religious education makes a very good contribution to the development of pupils' spiritual, moral, social and cultural understanding. There are frequent opportunities to explore and discuss feelings and develop greater understanding of the subject. Literacy is supported and developed in religious education lessons through the good discussion, the use of suitable texts for reading and appropriate written tasks. The subject supports the aims and ethos of the school very effectively. Through the religious education curriculum, the school develops an understanding of Christianity alongside an awareness and sensitivity towards other faiths and cultures.
131. The school has continued to maintain the very good progress seen at the time of the last inspection. The co-ordinator gives sound leadership in the subject. The subject is reviewed annually and a development plan drawn up, which identifies priority areas. The co-ordinator has adapted the existing scheme to meet the needs of the mixed-age class and ensure that all pupils have equality of access. The scheme is detailed and offers good support to teachers. The coordinator monitors the subject informally, through staff discussions and scrutiny of planning and pupils' work, but has not had opportunity to monitor teaching. Assemblies and school celebrations support the teaching of religious education. There is a good range of resources, supported by loans from outside sources.