

INSPECTION REPORT

NORTH FARNBOROUGH INFANT SCHOOL

Farnborough

LEA area: Hampshire

Unique reference number: 116145

Headteacher: Mrs Fiona Wyeth

Reporting inspector: Mrs Ann Coughlan
21124

Dates of inspection: 24 – 27 June 2002

Inspection number: 225753

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Rectory Road Farnborough Hampshire
Postcode:	GU14 8AJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Steve McNamara
Date of previous inspection:	April 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21124	Ann Coughlan	Registered inspector	Science, geography, music	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
9147	Susan Stock	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
22092	Derek Watts	Team inspector	The Foundation Stage curriculum, English, art and design, design and technology, physical education	
12367	Anthony Green	Team inspector	Mathematics, information and communication technology, history, music, religious education, provision for pupils with special educational needs, pupils for whom English is an additional language, equal opportunities	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is slightly below average in size with 169 girls and boys on roll, aged between four and seven years. The school serves a residential area of Farnborough. The socio-economic circumstances of pupils are favourable: the just over one percent eligible for free school meals is well below the national average. Attainment on entry is above average. The percentage of pupils with special educational needs and with Statements of Special Educational Needs is below the national average. There are four pupils from ethnic minorities and the percentage of pupils speaking English as an additional language is a bit higher than in most schools. These pupils are fluent in English and need no additional support. The school has identified nine pupils (5 per cent of pupils) as being gifted or talented. There has been a large turnover of staff in the last two years but staffing is now stable. There is difficulty with recruiting teachers in this area, partly owing to very high housing costs.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good quality education for all year groups and fulfils its aims and values very well. The very good leadership by the headteacher and effective support by governors, staff and parents have ensured very significant improvement in a short time. There is a strong commitment by all concerned to continue to raise standards. The school is managed well and gives good value for money.

What the school does well

- Children make a very good start to their education in the reception class owing to very good teaching, very good planning of their work and very good assessment of what they can do and what they need to learn next.
- By the end of Year 2, pupils attain well above average standards in English and mathematics and above average standards in science, history, music and religious education.
- Good quality teaching results in very good attitudes to learning and good progress in lessons
- The school's very good provision for pupils' moral and social development leads to very good relationships, good behaviour and personal development.
- Very good links with the community broaden pupils' experiences
- The very good assessment, tracking and monitoring of pupils' academic and personal attainment contribute significantly to pupils' good achievement.
- Parents have very positive views of the school, they appreciate the very good care given to their children and support the school well.
- The very clear educational direction given by the headteacher is resulting in rising standards.

What could be improved

- Raising the average standards in art and design, design and technology, geography and information and communication technology to match the high standards in other subjects.
- Teaching and learning in physical education to improve progress in lessons in Years 1 and 2.
- The role of subject co-ordinators in monitoring teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in April 2000, when it was judged to have serious weaknesses, the school has made very good improvement by addressing successfully the issues identified at that time, through strengthened senior management. There has been excellent improvement in the quality of education for the reception year. In important areas such as teaching, the curriculum and the assessment and monitoring of pupils' attainments there has been very good improvement. There has been good

improvement in pupils' attitudes, behaviour and personal development owing to improvement in provision for pupils' spiritual, moral and social development. Improvement is also good in several other aspects of the school's work such as links with parents and management by the governing body. As a result, standards have risen in English, mathematics, science, history and religious education and are improving in other subjects. However, there has been unsatisfactory improvement in physical education. The school is more cost effective as it targets its resources well.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	A*	A*	A*
writing	A*	A	A*	A
mathematics	A	A	A	A

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

The table shows that the school is consistently maintaining well above average performance in the national tests for seven year olds, both in relation to the national picture and that of schools in similar circumstances. In 2001 the results for reading and writing were in the highest five per cent of schools nationally for reading and writing and for reading compared with similar schools. The school is likely to meet most of its challenging targets in the 2002 tests. Inspection findings reflect these results with pupils attaining well above average standards in English and mathematics. Pupils attain above average standards in science, history, music and religious education and average standards in most other subjects. Games were the only aspect of physical education seen during this inspection and pupils' standards were below the average expected for pupils of this age group and pupils' achievement is unsatisfactory in this area. By the end of Year 2 pupils achieve well in relation to their average performance at the end of the reception year as reported by the last inspection in 2000. Children in the current reception classes achieve very well, are exceeding the national early learning goals in all areas of learning and attaining high standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils respond eagerly and quickly become involved in activities. They are keen to succeed and work hard.
Behaviour, in and out of classrooms	Good in lessons and around the school. Pupils get on well together and are friendly and welcoming.
Personal development and relationships	Good personal development: pupils respond well to opportunities given to them to increase their independence and are willing to share views and ideas. Very good relationships built on a climate of mutual respect.
Attendance	Very good: well above the national average and the level of unauthorised absence is below that for similar schools

The pupils' very good attitudes and the very good relationships make a strong contribution to their learning and the quality of school life.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	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.

The very good and sometimes excellent teaching in the reception year gives rise to very good learning and is the result of very good lesson planning and management of children so that children feel secure, confident, well motivated and know what is expected of them.

The quality of teaching of English and of mathematics is good overall with some examples of very good teaching. Teachers know their pupils very well and match work precisely to their needs. Overall, the school effectively meets the needs of most of its pupils, and they learn well. Pupils with special educational needs are well taught and they receive sensitive support. The support staff make an important contribution to teaching and learning in all classes.

Among the teaching strengths are the variety of activities that teachers provide and the very good use of resources that keeps the interest and pace of learning very high. Teachers manage pupils well so that they enter lessons expecting to learn quickly and to enjoy themselves. A strong feature is the way in which teachers promote speaking and listening skills and help pupils think and reflect on what they are doing. This occurs because teachers share the learning objectives well with pupils and use questioning effectively so pupils know what is expected of them. Together with the reviews held at the end of most lessons this increases their understanding of the purpose of the learning. Teaching is very good in music and good in science, design and technology and religious education and satisfactory in information and communication technology, art and design, and geography and sometimes good. It was not possible to make an overall judgement on teaching in history but the evidence indicates good quality. The teaching of games is unsatisfactory because of the lack of pace and development of skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall: broad and well balanced and enhanced well by good extracurricular opportunities, visits and visitors to the school. Very good curricular provision for children in the reception year.
Provision for pupils with special educational needs	Good: the effective provision for pupils with special educational needs contributes towards the good progress they make overall towards their individual targets. The school meets the needs of the pupils on the special needs register well and ensures equal access to the curriculum.
Provision for pupils with English as an additional language	Good provision for pupils for these pupils. Those currently in school are fluent English speakers and have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for social and moral development has a very positive impact on pupils' personal development. Good provision for pupils' spiritual development. Satisfactory provision for their cultural development includes adequate preparation for living in a diverse society.
How well the school cares for its pupils	Good overall with very good procedures for child protection, for promoting good behaviour and for assessing pupils' progress.

The school works very well in partnership with parents and their talents and skills contribute well to the opportunities offered to pupils.

The very good planning of the curriculum has a positive impact on pupils' learning and is contributing to rising standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management by the headteacher and deputy headteacher have resulted in good teamwork and a strong commitment to raise academic and personal standards by all staff.
How well the governors fulfil their responsibilities	Good: the governing body has good strategies for informing itself about the strengths and weaknesses of the school and is well involved with strategic planning. It fulfils its statutory duties effectively and governors provide valuable support.
The school's evaluation of its performance	Very good; the school evaluates its performance well through very good analysis of data and modifies its practice appropriately to raise standards.
The strategic use of resources	Good; the school uses its resources well to support priorities in the school strategic plan and to raise standards and quality, for example in information and communication technology.

The school has good accommodation, a good level of staffing and sufficient, good quality learning resources.

The school understands and uses the principles of best value well and its review of cost effectiveness pays appropriate attention to the effects of spending decisions on raising standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good, the school expects children to do their best so they make good progress. The school helps children to become mature and responsible and behaviour is good. Children like coming to school and parents feel comfortable about approaching the school. The school is well led and managed. 	<ul style="list-style-type: none"> The amount and consistency of work children are given to do at home. A very few parents would like more information on how their child is getting on and would like the school to work more closely with parents.

Inspectors agree with parents' positive comments. The inspection team judged that the school provides a very good level of information on children's progress and teachers are always available to discuss this. They consider that the school provides parents with many opportunities to join in and work closely with the school. The school provides appropriate homework for children in an infant school. Although homework provision is very good for the reception year, inspectors found the provision was less consistent in Years 1 and 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

'Standards', the judgement of how well pupils are doing compared to others of the same age nationally, may be judged from national test results, or against the levels defined in the National Curriculum or the Early Learning Goals as 'expected' at certain ages. The other judgement, 'achievement', is a judgement made against pupils' starting points. The achievement judgement shows whether, long term, enough progress is being made.

1. Children enter the school with above average levels of attainment compared to the national picture. The proportion of pupils with special educational needs and the proportion of pupils with Statements of Special Educational Need is below the national average. Children in the current reception classes achieve very well owing to the very good teaching, outstanding planning of their work and very good assessment. All children reach and many are exceeding the national early learning goals in all areas of learning. Children attain high standards. This is a very good improvement in standards since the last inspection.
2. Over the last three years, in the national tests for seven year olds, both boys and girls have exceeded the national average in reading, writing and mathematics and in 2001 the results for reading and writing were in the highest five per cent of schools nationally. In comparison with schools with a similar number of pupils eligible for free school meals the school's performance in reading has been very high and well above average in both writing and mathematics. The results in reading were in the highest five per cent compared with similar schools.
3. Overall, there has been a good improvement in standards since the last inspection. Standards have risen in English, mathematics, science, history and religious education. Standards are well above average in English and mathematics, above average in science, history, music and religious education. Pupils attain the expected levels for their age in most other subjects but in lessons seen during the inspection pupils' standards in games were below expectations. It was not possible to make an overall judgement on standards in physical education as no dance or gymnastics lessons were seen because of timetabling arrangements.
4. The planning of the curriculum is very good in all subjects and an improvement from the last inspection is that the school now takes National Curriculum requirements fully into account. The new curriculum is already having a positive impact on the progressive development of pupils' knowledge and skills. This is effectively supported by the very good assessment procedures that the school has introduced so that the school is well placed to continue to raise standards. Pupils achieve well by the end of Year 2 when considering that, at the time of the last inspection, their progress in lessons during the reception year, was judged to be unsatisfactory.
5. Pupils with special educational needs achieve well and make good gains in their learning, relative to their prior attainment. They make good progress towards their individual targets because of well-matched work and the good support given by the learning support assistants and the special needs teaching assistant. Pupils whose targets are linked to behaviour rather than academic progress make good progress towards these. Pupils for whom English is an additional language speak fluent English and achieve well. Gifted and talented pupils make good progress and achieve well because of the good structure of curriculum planning that is implemented well by teachers in lessons.
6. By the end of Year 2, most pupils achieve well in all areas of English because the school provides a very well planned curriculum and all pupils receive good and very good teaching. The majority of pupils learn to listen and talk with confidence. They use formal vocabulary and technical terms well in lessons and talk articulately when describing and comparing the characters, settings and themes of books. Pupils learn to read accurately and fluently and show interest and enjoyment in a range of fiction and non-fiction books. They also show a good

understanding of library procedures and use their alphabetical knowledge well to locate books and information. Pupils write for a wide range of purposes such as descriptions, poetry, diary, reports and instruction. By the end of Year 2, pupils' writing is well structured, imaginative and clear using legibly formed and joined handwriting. Most pupils write at length and successfully apply their writing skills in subjects such as history, science and geography.

7. Pupils achieve well in all aspects of the curriculum for mathematics. There are a number of reasons for this that represent improvement since the last inspection. The quality of teaching is good and results in good learning and good progress in lessons. There is good commitment to ensuring that the standards that pupils achieve remain high. Daily marking is used well to set personal targets and results in pupils having a good understanding of their learning and of their areas to develop. The scheme of work is very good and offers teachers clear guidance. By Year 2 the majority of pupils have a good knowledge of numbers and apply this to money, weight and measure. They also show above average attainment in their increased accuracy in measurement, their knowledge of the properties of shapes and construction and interpretation of graphs. Pupils practise their mathematical skills in science, in geography and in history. Information and communication technology also contributes to the development of pupils' mathematical skills.
8. Achievement is good for all groups of pupils in science because of the improved curricular opportunities and now there is allocation of sufficient teaching time that allows pupils to study all elements of the subject in sufficient depth. Good quality assessment and tracking procedures also support the good quality teaching and learning. Lower attainers are supported well by teachers and classroom assistants so they have full access to all the work and usually complete it. Higher attainers are also well challenged. Pupils develop good observational and comparative skills and carry out investigations with help becoming familiar with the roles of prediction and fair testing. Pupils use their literacy skills well in science and are developing the use of numeracy. The quality of recording skills in the current Year 2 is not as high as other aspects of their work, though work in reception and Year 1 indicates these skills are improving. As yet the use of information and communication technology is limited.
9. Pupils' achievement overall in information and communication technology is satisfactory but good in word processing. By Year 2, pupils confidently use the mouse to log on and log off, open programs, select from an on-screen menu, delete and insert letters and words, use the spell-check and use the mouse to 'drag and drop' icons. The majority of pupils show good standards in word-processing and are generally confident with the layout of the keyboard. Pupils can change the size, colour and style of font used. Information and communication technology supports English and mathematics well and other subjects satisfactorily.
10. Achievement is good in religious education because the curriculum is now broad and balanced and fulfils the requirements of the locally agreed syllabus. In addition, sufficient time is now allocated to the teaching of the subject. Teachers plan effectively and relate moral issues to a religious base. Pupils recall the main events in stories from the Bible. They learn about themselves and develop sensitivity and understanding through exploring and sharing their thoughts about feelings and friendship. They are beginning to develop an awareness of the signs, symbols and festivals celebrated by Christians and Jews and also learn about aspects of other religions.
11. Achievement is good in music as a result of the very good teaching that makes very good use of the school's good quality resources to help pupils learn about and make different kinds of sounds and use these to illustrate events and feelings. Achievement is good in history because there is good breadth of coverage and teachers use assessment well to decide what pupils need to learn next. Pupils show extensive knowledge, recalling key events and presenting their work well.
12. The revised curriculum is not yet having a full impact on some subjects as it was only introduced at the beginning of this academic year but evidence indicates that standards are rising in geography and in art and design and design and technology, where pupils are starting

to attain above the expected standards for their age. However, the games lessons seen indicated that achievement is unsatisfactory in physical education owing to lack of sufficient challenge, slow pace and missed opportunities to promote learning.

Pupils' attitudes, values and personal development

13. Pupils have very good attitudes to the school and to their work. Children in the reception classes show exceptionally good attitudes and behaviour in lessons, these being very good or better in more than eight out of ten lessons. There are good relationships between all members of the school's community, which reflect the caring ethos of the school. Overall, the pupils' behaviour is good in lessons and around the school. The pupils' personal development is good because the school is sensitive to the needs of its pupils and plans carefully to promote personal and independence skills. Attendance is very good, and is well above the national average. These findings represent very good improvement since the previous inspection.
14. Pupils enjoy coming to school. This is a view, which is whole-heartedly shared by the parents. In lessons pupils are keen to get on with their work and quickly become full involved in the tasks they are given to do. Even the youngest children in the reception class respond eagerly to the opportunities they are given to learn. For example, through their teacher's imaginative presentation in a music lesson they endeavoured to use musical instruments to illustrate the pace of a donkey going up and down a hill, working not only with concentration but also with pleasure at their success. Older pupils also are keen to succeed and try hard because they are motivated by their lessons, which they approach with enjoyment and commitment. For example, in a Year 1 design and technology lesson, pupils listen carefully to their teacher and enter into a lively discussion about different types of fruit, sharing and extending their knowledge. The majority of pupils share these positive attitudes to their learning; they work sensibly, responding very well to all that the school has to offer.
15. Pupils with special educational needs have good attitudes to class, group and individual activities. They try hard to meet their targets as identified on their individual education plans. They usually listen well in lessons and respond well to appropriate questions. Their behaviour in lessons is generally good. Their behaviour when withdrawn for small group or individual work is good and often very good. Together with the pupils for whom English is an additional language they are fully integrated and socialise well.
16. Behaviour throughout the school is good. This is an improvement from the satisfactory behaviour at the time of the last inspection owing to strengthened procedures for promoting and monitoring good behaviour and the very good emphasis on pupils' moral development. There have been no recent exclusions from the school. Parents believe behaviour to be good and do not express any concerns. In lessons most pupils behave well because they enjoy their work; most are very well managed by staff and respond accordingly. Pupils rapidly become fully engrossed in their learning and this results in their good and sometimes excellent behaviour. For example in a reception class English lesson, because the teacher made learning fun by equating the task with being a detective and by treating the children as equal partners in their learning, they stayed completely focused despite distractions from a neighbouring room. Also in a Year 2 personal, social and health education lesson, when pupils were taught in a less formal way, they behaved well sharing their views and ideas in a markedly mature manner. Occasionally a few pupils become distracted and too noisy, which results in a loss of concentration that disturbs the flow of the lesson. At lunchtimes and playtimes the vast majority of pupils get on well together. They make full use of the attractive and varied playgrounds. The pupils are friendly, welcoming and respond well to visitors.
17. There are very good relationships between the pupils and between the adults and the pupils. These are built through a climate of mutual respect and the very good provision for pupils' social development. Pupils feel valued by their teachers and this encourages them to try hard and want to succeed; for example in a Year 2 English lesson when pupils reviewed and improved their writing they did so with assurance and sensitivity because they knew their ideas would be

appreciated. Outside lessons pupils socialising happily together enjoying each other's company.

18. The pupils' personal development is good. They respond well to the opportunities they are given to increase their independence. Particularly in lessons they are keen to take the initiative and organise themselves well either individually, in pairs or groups to get on with the work in hand. They listen well so they know what is expected of them. For example in a reception class lesson promoting personal and social development, the children took turns appropriately, listened to each other and offered up their own ideas with confidence. Pupils concentration and persistence in trying to rise to the challenges they are set are a good illustration of their good personal development, as was seen in a Year 1 English lesson when pupils attempted to write in the style of a well known writer and to use the correct punctuation marks.
19. Attendance is very good and is well above the national average for similar schools. The level of unauthorised absence is below that of similar schools. This has been the trend over the last few years. Most of the pupils arrive at school on time. Overall, the pupils' very good attitudes, and good values and personal development make a strong contribution to their learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The school's focus on developing teaching practice through monitoring and training and the encouragement of an open and supportive atmosphere have resulted in a very significant improvement since the last inspection. Two years ago teaching was a significant weakness with unsatisfactory teaching seen in more than one in ten lessons. In this inspection, excellent teaching was seen in two lessons, very good teaching in three in ten lessons, good teaching in four in ten lessons and satisfactory teaching in nearly all the rest. Teaching in two games lessons was judged unsatisfactory. Learning is good overall and very good in some lessons.
21. The quality of teaching is very good in the reception classes and sometimes excellent and this gives rise to very good learning in lessons. Teachers plan lessons very well with clear learning objectives that are very well matched to children's attainment and needs, particularly in numeracy and literacy. The wide variety of activities and the attractive and stimulating learning resources motivate children and promote very good learning. Teachers manage the children very well, establish very good relationships and explain work clearly so that children feel secure, and confident and know what is expected of them. The teacher assistants work closely with the teachers and contribute significantly to the success of lessons by their good support of children.
22. In Years 1 and 2, teaching is consistently good and sometimes very good in English and mathematics. Teaching is very good in music and good in science, design and technology and religious education. Teaching is satisfactory in information and communication technology with good teaching in Year 1. Examples of work and overall standards in art and design indicate that teaching is satisfactory and sometimes good and similarly in geography, teaching is satisfactory overall with some good features. It was not possible to make an overall judgement on teaching in history but the standards pupils attain and the one lesson seen indicate good quality. The teaching of games is unsatisfactory overall. A strong feature of teaching in many subjects is the way in which teachers promote speaking and listening skills and help pupils think and reflect on what they are doing. This occurs because teachers share the learning objectives well with pupils and use questioning effectively. This means that pupils know what is expected of them and together with the reviews held at the end of most lessons it increases their understanding of the purpose of their learning,
23. The teaching of English and literacy is good and sometimes very good because teachers have good subject knowledge and plan lessons well. They teach basic skills effectively, for example by providing exciting and interesting lessons on punctuation in Year 1. This promotes very good learning. Teachers provide a good level of challenge suited to individual need and in most lessons draw well on the ideas and experiences of pupils. Teachers and assistants use effective strategies for teaching reading. Teaching assistants and adult helpers make a significant contribution to the support of groups and of individual pupils. Teachers provide good opportunities for pupils to use word processing effectively to help with their writing.
24. Teaching in mathematics and numeracy is also good because of the level of challenge and the pace of work. The lively pace means that pupils work productively and develop their mathematical thinking using appropriate vocabulary. Teachers provide activities that motivate and interest pupils and give them opportunities to practise their skills so that their learning is good. In some lessons teachers ask pupils to explain and share their mental strategies and review learning well at the end of the lesson but this does not yet occur routinely.
25. A strong feature in nearly all lessons is the very good management of pupils. Teachers maintain very good relationships in their classrooms so that pupils work co-operatively, are supportive of each other and interact well with each other and adults. Pupils also develop the confidence to work independently as they know they can ask and receive help when it is needed. This means that a very high proportion of time in nearly all lessons is clearly focused on pupils' learning. Teachers have clear learning objectives for lessons and discuss these with pupils. They are frequently displayed at the front of the class and used for reinforcement. Occasionally, in both Years 1 and 2, overlong introductions to lessons result in some pupils becoming restless and losing concentration.

26. In many lessons, including mathematics, science, art and design, geography, history and religious education teachers make very imaginative use of interesting artefacts and other resources to stimulate pupils' interest and broaden the range of learning: for example, the wide variety of interesting and unusual fruit in a Year 1 design and technology lessons and good quality photographs in geography lessons in Year 2. The variety of activities pupils undertake also promote good learning. Teachers use visits by pupils and visitors to the school effectively in several subjects such as the support of a botanist to explain details of the structure and life cycle of plants found in the school grounds to Year 2 pupils. While the direct teaching of information and communication technology in the computer suite is satisfactory and sometimes good and promotes the learning of computer skills, computers are not used in most classrooms on a regular enough basis.
27. The quality of teaching for pupils with special educational needs is good and contributes well to the good progress they make. Work is well matched to their specific needs. Pupils are challenged and their targets are met. Individual education plans are kept up to date and targets are reviewed regularly. There are good liaison procedures between the class teachers, the special needs teaching assistant and the learning support assistants, which ensures that they provide good support for pupils. They give good feedback to teachers about pupils' progress in the form of formal and informal notes, which they discuss with the class teachers and which help to inform future planning. The learning support assistants and special needs teaching assistant make a positive impact on pupils' learning. Teachers who take set groups, which contain pupils not normally in their class, have a good knowledge of the pupils with special educational needs. The management of pupils is good. At times, they are withdrawn from class for individual and group work with the special needs teaching assistant or learning support assistants. The support in these groups is good and often very good. The use of resources to support learning is good. However, teachers daily planning does not always specifically identify the lesson objectives for pupils on the special needs register.
28. Through interaction with pupils during lessons and effective questioning teachers assess pupils' progress well in lessons. Their marking of work is regular and thorough with teachers providing appropriate praise for good work and constructive comments on how pupils can improve their work. The school meets the needs of most pupils effectively as teachers know their pupils well and keep detailed records of their progress. The teachers use individual questioning well to challenge pupils and help them to learn in a coherent way. The support staff work well with small groups and individuals in the same way. Teachers provide homework is at the right level for an infant school. It is used to develop reading and spelling well but less consistently in mathematics and other subjects.

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

29. The curriculum provided by the school is good and has a positive impact on the learning by pupils across a wide range of subject areas. It is broad, balanced and relevant to the pupils and meets the statutory requirements for National Curriculum subjects, religious education and collective worship. The curriculum for reception year pupils is very good with outstanding curricular planning. This represents very good improvement since the previous inspection when the curriculum was judged to contain weaknesses that included not meeting statutory requirements for history and religious education and the policy and scheme of work for reception children were unsatisfactory. The allocation of time for the curriculum is above the national recommendation. The allocation of time for the teaching of mathematics, science, art, design and technology, history and geography is above the national average. The allocation of time for information and communication technology is slightly below the national average. All other subjects are in line with the national average. The previous report judged that a disproportionate time was spent in physical educational lessons on lacrosse. This has now been addressed with lacrosse no longer being taught.
30. Where possible, different aspects of the curriculum are linked to make the work relevant to the pupils. For example, during the inspection week, Year 2 work on data handling was linked to their personal social and health education work on providing more resources for the end of week 'Golden Time' period. Year 1 information and communication technology was linked to their literacy work on adjectives. The school also makes good use of visitors and themed events; for example, arts week and book week.
31. A strong emphasis is placed on the teaching of the basic skills of English and mathematics. Effective use is made of the National Literacy and Numeracy Strategies to develop these skills and the impact is positive. The school sets pupils by prior attainment for literacy and numeracy and this has benefited all groups. Pupils use their skills in English and mathematics well to support a range of subjects.
32. There are policies and schemes of work in place for all subjects that inform teachers' detailed termly planning. Long and medium term planning for the curriculum is very good. The curriculum co-ordinator has worked very hard to ensure that all subjects are effectively planned for and that the objectives for a lesson, topic or theme are clearly defined and match the different attainment groups within a class or set. Planning for all subjects is based on a range of nationally produced guidance, commercially published schemes and school schemes, which have been adapted to the school's particular requirements. The scheme for religious education is in accordance with the locally agreed syllabus. The school has addressed the weaknesses in the history curriculum identified in the previous inspection report. Teachers plan well together within their year groups; this ensures that all pupils have similar learning opportunities.
33. The provision for equality of access and opportunity is good. All aspects of school life are open to boys and girls, irrespective of their level of attainment, background or culture. The school is fully inclusive and effective procedures support all pupils. In Years 1 and 2 pupils are grouped by prior attainment for English and mathematics, to ensure they have full access to a curriculum that matches their abilities. Pupils with special educational needs and English as an additional language are given good support. Pupils who are withdrawn work intensively on specific programmes designed to help them catch up with work they have not previously understood or to improve physical co-ordination and skills.
34. The school's effective provision for pupils with special educational needs contributes towards the good progress they make overall towards their individual targets. The school's implementation of the Code of Practice is meeting the needs of the pupils on the special needs register well and ensures equal access to the curriculum. Although the co-ordinator is new to her role, with the support of the headteacher and staff, she is ensuring that the new Code of Practice will be implemented by September 2002 and that teachers and teaching assistants are becoming familiar with the new requirements. Provision for pupils with special educational needs is briefly

referred to in all curriculum policies. The school has an action plan for the development of this aspect of the curriculum. The provision for gifted and talented pupils is sound. The school recognises that this is an area to develop and plan to do so from September 2002. The provision for pupils for whom English is an additional language is good. They are fluent English speakers and have full access to the curriculum.

35. The school has a very good programme for personal, social and health education that includes sex and drug abuse education appropriate to the age group. This is taught mainly through each class setting aside a special time to sit in a circle and discuss issues of importance. The focus is particularly on developing personal confidence and responsibility together with healthy and safe lifestyles. The lessons are well planned and organised and relevant to the needs of young children. This was seen in a Year 2 lesson when pupils considered the nuances of meaning between trust, responsibility and reliability with surprising insight. Teachers frequently reinforce personal, health and social skills through other aspects of the curriculum for example in a Year 1 science lesson the teacher stressed the safe use of batteries.
36. The good provision for extra-curricular activities enriches the curriculum well. Extra-curricular activities are open to all pupils from reception to Year 2. Sports activities include football, 'Qwik' cricket and organised games at lunch times. Other activities include computer, recorders, music and French. At the time of the last inspection the school offered no extra-curricular activities.
37. The school makes good use of a range of visits to support subjects and give pupils first hand experiences. For example, reception pupils visit the Portsmouth Sea Life Centre, Year 1 pupils visit Legoland and Year 2 pupils visit the Victorian schoolroom at Manor Farm. As part of the Queen's jubilee celebrations, pupils visited Winchester Cathedral. As well as the good links to many areas of the curriculum, these visits support well pupils' personal and social development.
38. Overall, the school's provision for spiritual, moral, social and cultural development is good and this represents an improvement since the last inspection as provision was judged to be satisfactory. The provision for spiritual development is good. This represents a significant improvement because provision was judged unsatisfactory during the last inspection. The front of the school provides a spiritually uplifting start to the day with a colourful and attractive floral display. There are pots, tubs and hanging baskets of a wide range of colourful summer plants. These together with the attractive school grounds help pupils develop an appreciation for the natural environment. The school has been particularly successful in creating an attractive learning environment for all pupils. Classroom displays are effective in promoting and stimulating pupil learning. Recently, a tea party to celebrate the Queen's Golden Jubilee was held. This was a special social occasion and displays reflected some of the major achievements during the past fifty years. Pupils gained an appreciation of human aspirations and achievement. Pupils have satisfactory opportunities for prayer and reflection in daily assemblies but there is no focus, such as a candle or reference made to the music being played as pupils enter and leave the hall. The pupils' good singing and playing skills are not employed sufficiently to create a special atmosphere. However, the school plans many opportunities for pupils to develop an awareness and understanding of themselves and others through religious education and personal and social education.
39. The school's provision for moral development is very good and this contributes significantly to the pupils' very good attitudes and good behaviour. The provision for moral development was judged to be satisfactory during the last inspection. Class rules or codes of conduct are now clearly displayed in classrooms. These are known and understood by the pupils and staff apply them consistently. Teachers, support assistants and other adults in the school provide good role models to pupils as they promote qualities such as courtesy, cooperation, fairness, kindness and sharing very well. All adults in the school promote moral and social development as a natural part of their work. Their calm, caring and positive approach has a favourable effect on pupils. The school has an effective system of rewards. For example, circular certificates, known as 'dragon scales' are awarded to individuals each week for good work or positive

attitudes. These are posted on the large dragon displayed in the main hall. Staff build pupils' confidence and self esteem effectively by the way they use praise and encouragement.

40. The provision for pupils' social development is also very good and this leads to very good relationships within the school. This represents a clear improvement because provision was judged to be satisfactory at the last inspection. Teachers give pupils opportunities to work in pairs and small groups in most areas of the curriculum. They successfully encourage them to work cooperatively and to share equipment and learning resources. Pupils show initiative and responsibility when working with their peers. They are taught to care for and to consider others who are less fortunate than themselves and the school supports a range of charities including UNICEF, Red Nose Day, an orphanage in India, Shades for Shades Day and Jeans for Genes Day. All pupils, particularly those with special educational needs, are included well in all activities by adults and other pupils. For example, visiting pupils from a local special school were welcomed into a Year 1 art and design lesson and fully participated in the activities. Pupils' positive qualities are recognised and celebrated effectively in lessons by teachers and pupils.
41. Provision for cultural development is satisfactory and this is a similar finding to the last inspection. The school has an 'Arts Week' each year towards the end of the summer term and pupils are provided with opportunities to take part in art and musical activities. Last year, this event concluded with a touring theatre group staging a performance of King Arthur and this year's theme is a circus. Pupils are introduced to the works of famous artists like Monet and Van Gogh in art lessons. However, displays around the school representing artists and their work are limited. Pupils are suitably introduced to a range of music from several cultures. Pupils are taught about Christianity and Judaism and they demonstrate a good knowledge and understanding of these religions. A visiting speaker from the Anglican Church effectively contributes to assemblies and to religious education lessons. Pupils in Year 2 develop a knowledge and understanding of India and Indian culture through geography. Interesting displays of books and artefacts promote interest and visiting speakers from an Indian background talk to the children about life in India. A very good range of extra curricular activities enhances pupils' cultural and social development. Visiting coaches provide for example, good cricket and football opportunities and a play leader effectively teaches a range of playground games at lunchtime.
42. The school's very good links with the community contribute well to the pupils' learning. The school has strong links with local churches and religious foundations that enrich the curriculum for religious education. The school makes very good use of the talents and interests of its parents, the local services and places of interest such as Farnborough Hill School to extend pupils' knowledge. A particularly good example of the way pupils benefit from their immediate community is the competition to plant a variety of decorative pots with the aid of their parents. These not only decorate the school's grounds and contribute to the 'Rushmoor in Bloom' festival but also gain a prize for the school grounds from the local garden centre.
43. There are constructive links with partner institutions. There is good liaison with a number of pre-school nurseries through the visits made by the pre-school manager and by the nursery age children being invited into the school. In Year 2 before pupils move on to the junior schools of their choice they are well prepared through the visits of older pupils coming into the infant school to share books and by meeting their new teachers. The school's well-established curriculum links further ensure a smooth transition onto the next stage of education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

44. The school has improved this area of its work considerably since the previous inspection when it was judged satisfactory overall but with serious weaknesses in the use of assessment and the monitoring of pupils' performance. The pupils benefit from being part of an open and welcoming school community whose strength lies in its mutually supportive relationships. Parents have every confidence that the school does its best by their children and express high levels of satisfaction with the school in most areas of its work.
45. Arrangements for the pupils' day-to-day welfare are good. The class teachers are responsible for monitoring the care of their pupils to ensure their safety and well being during the school day. The school has a system of contact books, which are available every day for parents to keep staff informed of any issues relevant to the care of the pupils so that teachers can respond accordingly. This makes a good contribution to the pupils' welfare. The headteacher ensures that the school operates to the best advantage of the pupils by establishing friendly but respectful relationships between all members of the school community. Also, the emphasis on developing responsibility and self-discipline in the pupils helps to create a safe and productive learning environment. The success of this was seen in the many lessons when pupils respond enthusiastically and with marked maturity to their learning and in their willingness to work co-operatively with their peers.
46. The school has very good procedures for child protection. All the adults in the school led by the knowledgeable and sensitive headteacher are made aware of relevant issues and lines of communication, supported by an appropriate policy. The school monitors health and safety very well with good input from the governing body evident from the well-written policy that encompasses all areas of school life. Good attention is paid to health and safety in lessons. Arrangements for monitoring and promoting the pupils' attendance are good. The school emphasises the need for regular attendance in information to parents. However, the school lacks a formal system to log pupils' movements during the school day and, on the very rare occasions, when the reason for absence is unknown, does not follow this up fast enough.
47. The school's procedures for promoting good behaviour are very good. However the school is less rigorous in its procedures for tackling the oppressive behaviour of some individual pupils although this is dealt with satisfactorily on an informal basis. The pupils are encouraged to have ownership of their class rules through discussion as a whole school and with their class teachers. These rules, which are clear and straightforward, are displayed in classrooms. These in turn are supported by well-written policies and behaviour management plans for each class, which are shared with parents, to reinforce the school's expectations. The pupils value the rewards they can earn such as house points and 'dragon scales' which celebrate not only good behaviour but effort as well. The school works hard to be an inclusive and welcoming community to the benefit of all its pupils. The example set by the adults in the school has a significant impact. The success of the school's methods is reflected in the good behaviour of the pupils, which makes a positive contribution to their levels of attainment.
48. The pupils' personal development is supported and monitored very well because the teachers have a very good knowledge of their pupils that is coupled with formal tracking of pupils' progress through the personal, social and health education programme. This results in the school being aware of the needs of individuals and groups of pupils and supporting them so that they can make progress. The programme is well planned and delivered and makes a very good contribution to pupils' personal development for example, in a reception class lesson pupils shared experiences about the seaside, taking turns and sharing ideas in a thoughtful and considerate way. Also teachers treat their young pupils with respect and value their contributions so that they develop confidence to further their own learning.
49. The procedures for assessing pupils' attainment and progress are very good. The use of assessment information to guide curriculum planning is good. This represents very good improvement since the previous inspection report when assessment, and its use, was identified as an area for improvement. The assessment co-ordinator has worked hard, and in a very short

time, to ensure that assessment opportunities are used well and are manageable for all teachers and learning support assistants. Pupils' understanding at the end of a topic or theme in English and mathematics is assessed very well and this contributes to their good achievement in these subjects. In all other subjects the procedures are good and are consistently applied. In all subjects, good use is made by teachers of daily assessment, against the specific learning objectives of a lesson, to inform their planning and to match work to the different attainment groups. This also informs the organisation of the Year 1 and Year 2 prior attainment sets for English and mathematics.

50. Teachers also use assessment well to set specific individual targets for pupils from when they start school. These are monitored regularly, reassessed and used to predict pupils' attainment in the national standardised assessment tests at the end of Year 2. The targets are shared with parents at the termly parent-teacher consultation meetings and are clearly recorded on the annual reports to parents. In all other subjects teachers assess pupils' understanding at the end of a theme or topic against the objectives.
51. The arrangement for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the 1994 Code of Practice and the new Code of Practice. Teachers and learning support assistants know their pupils well. Teachers use baseline test results and other assessments well to target pupils' needs and as a result the gains in knowledge, skills and understanding of pupils are good. Records are up to date and the keeping of examples of pupils' work supports the monitoring of pupils' progress. The school makes effective use of individual education plans to support pupils with special educational needs. These pupils are set specific targets, which can be easily measured by teachers, teaching assistants and the special needs co-ordinator for success. The targets are regularly reviewed and shared with the pupils. There is good monitoring and support for the one pupil with a Statement of Special Educational Needs. The support given by the learning support assistants and the special needs teaching assistant for pupils with statements is good overall, and often very good and leads to good progress by the pupils. The school has good quality liaison with outside agencies and external support staff.
52. Pupils with English as an additional language are also monitored and assessed well. As yet there is no register for gifted and talented pupils. The headteacher and assessment co-ordinator are aware that this is an area for development and have begun by identifying pupils who are gifted or talented in a number of areas of the curriculum. Also the school does not yet use individual behaviour management plans to target pupils who only have aspects of behaviour to improve.
53. The marking of pupils' work is good. It evaluates the strengths and weaknesses in pupils' work and sets individual targets for the future. Teachers share individual target with pupils in English and mathematics, which are written in the front of pupils' books. There are very effective moderation procedures in English, mathematics and science to ensure consistent understanding of standards. Portfolios of moderated work are in place for all subjects, which support teachers' assessments of pupils and ensure consistency amongst teachers.
54. The use of data provided by the local education authority to analyse national, local and school results in English, mathematics, science and information technology is very good. The headteacher and the assessment co-ordinator analyse well the results of pupils by gender, age and background using school and local education authority data. Very good use is made of the information to identify any pupils or groups of pupils who are not making the expected progress and to predict pupils' attainment by the end of Year 2. Good support is then provided through, for example, additional support in class, set groupings or individual programmes of work. Good use is also made of the information to identify areas of strengths and relative weaknesses in the subjects. This leads to an effective adjustment being made to the curriculum in order to raise standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school works very well in partnership with its parents and there has been good improvement in this aspect since the previous inspection. Parents have very positive views of the school. They appreciate and support the school in nearly all areas of its work. In particular, they believe that their children enjoy going to school where they benefit from good teaching and that they make good progress with their personal development. They believe that the pupils are well behaved and work hard to do their best. They feel welcomed by the school and that the school is well led and managed. However they have some reservations about the amount of homework their children receive and how closely the school works with them. The inspection concurred with the parents' positive views but found that the programme of homework was appropriate to the needs of the pupils being particularly good for the reception year pupils. However, there is less consistency in the homework provided for pupils in Years 1 and 2.
56. The school has very good links with its parents, which are developed through the open and welcoming atmosphere established in the school by the headteacher and her staff being on hand every day. The system of message books is readily available for parents to note any queries or concerns on a daily basis. The pupils home-school books, when used well, form a supportive dialogue between home and school. Parents have the opportunity to attend termly meetings to discuss their children's progress. This is further enhanced by the very well written and informative pupils' annual reports, which give a very clear picture of each pupil's attainment and personal development. The school also provides parents with good information via the school prospectus and the annual report of the governing body. These are supported in turn by regular newsletters, curriculum information and items of interest to parents such as the behaviour management documents.
57. The school has put considerable effort into building a strong partnership with its parents and is receptive to their views. The success of this approach is born out by the way parents help the school in many different ways. Although the number of parents helping in the school is not huge those that do support the school do so regularly and with commitment. The Friends group works very hard to provide extra funds for the school as well as organising fun events for the pupils that make a very positive contribution to pupils' personal development and sense of belonging to their school community. A particularly successful initiative is the 'reading buddy' scheme where parents come regularly into school to listen to their pupil partners read. Parents also help with other classroom activities such as art and design technology and with activities such as 'Arts Week'. The school values parental input and has audited parental skills and interests. As a result the school has been able to use them to enhance the curriculum. Parents are keen to support their children's learning at home as shown by the regular comments in the home school books, particularly in the early years.
58. There is good liaison with parents of pupils with special educational needs and those for whom English is an additional language. Parents are aware of the point of contact in the school and share in the targets of the individual educational plans. Parents of pupils with Statements of Special Educational Needs are kept fully informed and are given good opportunities to be involved in reviewing the targets set for their children, in accordance with the Code of Practice.
59. Inspectors found that the school tries hard to build productive relationships with parents and overall it is successful in this. The school has a very positive partnership with its parents and this makes a very good contribution to the pupils' learning and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. Two years ago, inspectors reported that the headteacher, who had been in post only a few months was already making significant improvement to the school owing to her good leadership skills and clear educational direction. The evidence of very significant improvement in the school in the relatively short time since the last inspection shows that this has continued with appropriate focus on priorities that directly strengthen classroom practice. The headteacher is now supported by a very capable deputy headteacher and together, despite many staff changes, they have integrated the teachers into a strong team that is strongly committed to improvement. All staff have worked extremely hard to develop their own professional skills and thereby improve the quality of education the school offers to pupils and embed the aims and values of the school in their work. Central in these aims is the concern for the individual that makes the school fully inclusive: all groups of pupils and personnel are valued and supported. The school has addressed the key issues from the last inspection successfully and is well placed to make further improvement.
61. The headteacher has made improvement in the quality of teaching a strong priority and through providing appropriate training, good performance management and encouragement of a positive and supportive ethos has been successful in raising teaching standards from unsatisfactory to good. The management of the curriculum, teaching and learning is good but the school is aware that this is an area for further development. The monitoring of teaching by the senior management team and local authority personnel is having a positive impact and is reported to the governing body.
62. The deputy headteacher has made a particularly strong contribution to the excellent improvement in the provision and the quality of teaching for children in the reception class. These were judged to be unsatisfactory at the time of the last inspection and both are now very good so that children attain well above the expected standards by the end of the reception year.
63. Owing to staff changes and difficulties in recruitment, there have been unavoidable changes in the individuals responsible for managing subjects. This has led to some discontinuity and inequitable workloads. Currently, the deputy headteacher has too many responsibilities though this situation should improve at the beginning of the autumn term with the appointment of a new teacher who will undertake some of these. However, the delegation of responsibilities to staff and the management of subjects is satisfactory as the headteacher provides valuable support; there is appropriate monitoring of teachers' planning and informal support for teachers. Subject managers are quite clear about their roles and responsibilities owing to the effective systems the school has put in place. They also have a sound understanding of the strengths and weaknesses of their subjects and produce action plans and manage budgets to maintain and improve resources. However, owing to staff changes, time has not been available for subject co-ordinators to have the opportunity to influence standards through direct lesson observation and analysis. The management of English, mathematics, information and communication technology, art and history is good. There is satisfactory management of other subjects. The management of assessment is very good and considerable improvement has been made in a short time.
64. Subject co-ordinators are fully involved by the headteacher in planning for development through reviewing progress in their subject and producing realistic action plans. The school strategic plan is easy to follow, with costs and success criteria indicated for each development point. Individuals have responsibilities for leading on particular targets, as appropriate to their roles. Specific grants such as the standards fund are appropriately used. Particularly good use has been made over the last year of funds received to improve teachers' competence with information and communication technology, for example. The staff evaluate the results of development together and the headteacher has a very good understanding of the pace of change achieved and the reasons for any delays.
65. Intensive and sustained work by the senior management team has resulted in a significant improvement in curricular planning, which is now of very good quality. It is well supported by the

implementation of very good assessment procedures of pupils' progress and attainment and very good tracking procedures for individuals. The school makes very good use of its analysis of the results of national and school tests to modify and improve its practice and set challenging targets. The senior management's strong emphasis on pupils' personal development has resulted in a significant improvement from an unsatisfactory situation to good promotion of pupils' spiritual development and good improvement in provision for their moral and social development.

66. The special educational needs co-ordinator is new to the post. She is being given good support by the headteacher as she becomes more familiar with her role. Teachers and the teaching assistants also ably support her. Learning support assistants and the special needs assistant feel very well supported by regular meetings. However, the co-ordinator has not had any regular non-contact time from her class teaching in order to pursue her role as special needs co-ordinator, though this will be addressed from September 2002. The responsible governor for special educational needs is also new to the post. She has a good understanding of her role, of the needs of the pupils on the special needs register and of the requirements of the Code of Practice. The special needs co-ordinator, and all staff, have an appropriate awareness the new 'Special Educational Needs Code of Practice', 2002, which will be fully implemented in September 2002.
67. The willingness of staff to work flexibly and co-operatively has contributed well to the induction of new teachers. There is a good induction policy and procedure in place and teachers new to the school benefit from the support they have from colleagues and the senior management team. Well qualified and experienced classroom assistants and special support assistants for pupils with more profound difficulties work very effectively with teachers to ensure all pupils are fully included in lesson activities. This strong teamwork ensures that these pupils have equal access to learning and make equally good progress as other pupils.
68. The governors' role in shaping the strategic direction of the school has continued to develop; they are well led and well organised and now fulfil their statutory duties effectively. Governors have very good relationships with the headteacher and staff and have developed good systems of monitoring the school's work. They are kept well informed by the headteacher and in addition visit regularly, both formally and informally. After a formal visit governors produce a written report for the governing body. This means there is a good depth of knowledge to inform a strategic overview. The school, however, finds it difficult to recruit a full complement of governors.
69. There is good financial planning and this has enabled the school to improve the accommodation to enhance teaching and learning and there are further plans to develop the school grounds to support the curriculum. Governors have a strong priority to maintain a good level of high quality staff and plan spending to support this objective. The school has a good understanding of and makes good use of the principles of best value, comparing its performance and consulting pupils and parents about provision. The headteacher controls the bureaucratic demands on the school by careful consideration of priorities; the very good planning and assessment procedures reduce the administrative demands on individual teachers allowing them to concentrate on their classroom practice.
70. There is also good financial control. The administrative officer makes effective and efficient use of her expertise and experience and provides a very good service to the school community. She produces regular financial reports for the governing body and supports the headteacher in drafting the budget. Governors are developing good systems for evaluating the effectiveness of spending decisions. For example, the review of spending on information and communication technology includes the effect of increased provision on standards attained by pupils. This is a further improvement since the last inspection. The school makes sound use of new technology and is developing its use of management information systems.
71. Resources are of good quality and adequate overall with good provision in the reception classes, in English, mathematics, religious education, and music and for special educational needs. There has been improvement in provision for religious education and history. The

accommodation is well maintained and attractive owing to the efforts of classroom staff, the caretaker and cleaners. Provision of a partition wall between a Year 1 class and the route to another part of the school is an improvement, eliminating the former disruption to the class. Good use is made of all areas such as the room for music and information and communication technology, the library and the room for supporting pupils with special educational needs. However, space is lost in the hall owing to storage and this limits physical education lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. The school is already doing well. To further raise the already high standards, the governors, headteacher and staff should:

(1) Raise the average standards in art and design, design and technology, geography and information and communication technology to match the high standards in other subjects by:

- further implementing the good quality curriculum and the very good assessment procedures;
- spreading the best practice seen in the school. ***

(Paragraphs: 3, 9, 12, 22, 63, 112, 116, 117, 119, 120, 121, 125 and 130.)

(2) Improve teaching and learning in physical education by:

- making better use of the good curricular planning to structure lessons;
- improving the pace of lessons and the challenge for pupils;
- ensuring pupils are kept physically active and practise skills;
- making better use of indoor and outdoor facilities;
- providing training for teachers.

(Paragraphs: 3, 12, 20, 22 and 143 – 147.)

(3) Further develop the role of subject co-ordinators in monitoring teaching and learning in their subjects in order to gain a full picture of what is happening in lessons and thus enable them to spread good practice. ***

(Paragraphs: 63, 111, 116, 120, 125, 129, 147 and 153.)

*** indicates areas already under consideration by the school

73. In addition to the main items above, the following areas for improvement should be considered for inclusion in the action plan:

- increasing the use of computers in the classroom and across the curriculum (paragraphs: 132 and 134);
- considering ways of developing a special atmosphere in assemblies (paragraph: 38).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	18	10	2	0	0
Percentage	5	27	41	22	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	168.5
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR– Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0.0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	26	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	26
	Girls	26	26	26
	Total	52	51	52
Percentage of pupils at NC level 2 or above	School	100 (97)	98 (95)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	26	26	26
	Total	52	52	52
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (94)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	23.8
Average class size	28.2

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	156

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.6
Number of teachers appointed to the school during the last two years	5

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

FTE means full-time equivalent.

Financial information

Financial year	01/02
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	£
Total income	420,969
Total expenditure	418,542
Expenditure per pupil	2,420
Balance brought forward from previous year	20,964
Balance carried forward to next year	23,391

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	169
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	41	2	0	0
My child is making good progress in school.	55	42	3	0	0
Behaviour in the school is good.	42	53	2	0	3
My child gets the right amount of work to do at home.	35	50	14	2	0
The teaching is good.	48	48	0	2	3
I am kept well informed about how my child is getting on.	42	47	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	5	2	0
The school expects my child to work hard and achieve his or her best.	58	38	3	0	2
The school works closely with parents.	39	47	11	2	2
The school is well led and managed.	41	50	3	2	5
The school is helping my child become mature and responsible.	40	55	3	0	2
The school provides an interesting range of activities outside lessons.	36	53	6	3	2

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

74. Children are admitted to the reception classes in the September before they are five. At the time of the inspection there were 55 reception age children organised into two classes. The vast majority of children have had pre-school experience. Attainment on entry is above average and the current classes do not have any children identified as having special educational needs.
75. The school provides a very good range of learning opportunities in the reception classes within an attractive and stimulating environment. Curricular planning is outstanding and is a model of its type, suitably incorporating the six recommended areas of learning and the national standards leading to the national early learning goals. As children meet and exceed these standards, the curriculum is skilfully modified to include the early stages of the National Curriculum Programmes of Study and the National Literacy and Numeracy Strategies. When children enter reception they are very effectively assessed using baseline assessment procedures. Teachers assess and record children's attainment and progress very well throughout the year. The assessment information is used effectively to inform future planning, teaching and learning.
76. Overall standards are well above average by the end of reception and children are achieving very well because of the very good teaching and the very good range of learning opportunities provided. The quality of teaching is very good and sometimes excellent and this gives rise to very good learning in lessons. Teachers plan lessons very well with clear learning objectives that are effectively shared with the class so the children are always clear about what they are to learn. Teachers manage the children very well and have established very good relationships so that children feel secure and confident, display very good attitudes and behave very well. Attractive and stimulating learning resources stimulate children and promote their learning. A strength of the teaching particularly in literacy and numeracy is that work is very well matched to children's attainment and needs. Teacher assistants provide very good support and contribute significantly to the success of lessons.
77. Since the last inspection, the school has made excellent improvements in the reception year. The curriculum has been thoroughly revised and assessment procedures are very much improved. During the last inspection, the quality of teaching was judged to be unsatisfactory overall and this had an adverse effect on children's progress. Teaching and learning are now very good and children achieve very well during their time in reception. Children now get a very good start in reception and attain high standards. Children are very well placed to continue these high standards as they move through Years 1 and 2.
78. The leadership and management of provision for the youngest children in the school are excellent. An extremely competent and enthusiastic coordinator has been the driving force behind the improvements. Much has been achieved in the last two years in terms of curricular planning, assessment and evaluation of performance.

Personal, social and emotional development

79. The quality of teaching in this area of learning is very good and sometimes excellent. Children's personal, social and emotional development is effectively promoted in all areas of the curriculum. Teachers and teacher assistants manage the children very well and have established excellent relationships and created an attractive, stimulating and positive climate for children to learn. This gives rise to confident children who are eager and excited about learning. Children maintain very good levels of attention and concentration in a range of learning opportunities. Children work cooperatively in small groups, sharing and taking turns. All children reach the early learning goals in this area of learning and many children far exceed them. Standards are well above average.

Communication, language and literacy

80. Teaching in this area of learning is very good and sometimes excellent. The vast majority of children attain the early learning goals and most exceed them. About two thirds of children attain Level 1 National Curriculum standards in speaking and listening, reading and writing. Standards in this area of learning are well above average and children are achieving very well.
81. Children listen carefully to their teacher. They sustain attentive listening and respond well to instructions and questions. Children listen with enjoyment to stories and clearly enjoy books. One class were sharing a large book 'The Train Ride' with their teacher on the carpet. The children recognised most of the words in the text. The teacher used very good questioning to explore children's ideas about the story. Children described accurately what they saw in the illustrations. One higher attaining child described a grandmother stepping off the train ' My grandma is dressed perfectly'. Using a set of coloured illustrations from the story, the children placed these in correct sequence. The children were then appropriately organised into groups of similar attainment level with tasks very well matched to needs. The support teacher and teacher assistant contributed significantly to children's learning. Lower attaining children experienced success in matching letter sounds to cards with common objects or living things. Higher attaining children began to write sentences about the story they had read. All children in the reception classes write their names without help.
82. In another lesson, children were learning to write a postcard. This work was skilfully linked to the current theme 'The Seaside'. The lesson was extremely well planned and the teacher used very good explanation and questioning to explore the children's knowledge and understanding of seaside activities. Children spoke confidently about the beach, the sea and building sandcastles. The teacher made excellent use of posters and postcards to stimulate interest and generate discussion. She used modelling effectively to show the children how to write a postcard. Most children wrote simple sentences with adult help. Lower attaining children used a large postcard template to write their ideas with teacher assistants providing valuable support. Higher attaining children were highly productive and wrote three or four sentences about their time at the seaside. They are beginning to use capital letters and full stops correctly.

Mathematical development

83. Children attain standards that are well above average by the end of reception. All children have reached the early learning goals and about two thirds are attaining Level 1 standard in the National Curriculum. This is because of the very good teaching that the children receive. In particular, expectations are high and tasks are very well matched to the different attainment levels within the class. Children read and recognise numbers to 20. They count up to 20 in twos. Most children can work out the change from 10 pence when making small purchases. Higher attaining children calculate the change given from 15 pence when making purchases. Children's learning in mathematical development is enriched by effective homework. Children take home mathematical games each week that effectively develop number skills and mathematical vocabulary. Children use computers very well to support their learning in numeracy. They recognise and name common two-dimensional shapes and create people using different shapes. Children explore rotating and flipping the shapes and made them bigger or smaller. The finished items are complex and imaginative.

Knowledge and understanding of the world

84. Teaching and learning in this area are very good and children attain well above average standards. Children find out about their own houses and describe them. They describe the rooms and the garden. Higher attaining children draw a map of their route from home to school. Children walk round the school and study large photographs of different parts of the school. They describe what they see and express opinions about the surroundings. Children's ability to use computers to support their learning is a particular strength. Standards in information and communication technology are well above average with a number of children attaining elements of Level 2 standards in the National Curriculum, the expected standards for pupils by the end of

Year 2. They use computers to create pictures of houses using two-dimensional shapes. They carefully position the coloured shapes. Children extend their knowledge by following the travels of 'Barnaby Bear' and learn about seaside holidays in the past.

Physical development

85. The quality of teaching in this area of learning is consistently good. Children are provided with a good range of activities that promote coordination, control and working together. By the end of reception, standards are above average and children are achieving well in this area of learning. Children show a good awareness of space. They move with coordination and control when passing a beach ball, bouncing a ball or balancing a quoit on their heads. Higher attaining children reproduce and explore simple skills and actions. They can link activities together such as running, bouncing a ball and skipping. Children appreciate the value of teamwork in small games. Reception children participate well in the extra curricular activities on offer including cricket and football and these contribute significantly to physical co-ordination and games skills.

Creative development

86. All children attain the early learning goals in creative development and most exceed them. Standards in this area of learning are well above average. This is because the teaching is very good and sometimes excellent. The children are provided with a very good range of learning activities. Children create apple prints. An apple impression is made into a square polystyrene tile using a pencil. Some children show fine detail when drawing the apple leaf and stalk. Green and red paint is used effectively to produce a print onto paper. During the inspection children produced an attractive seaside collage. Sand, coloured square paper and shells were effectively arranged and glued onto card. Strands of blue tissue paper were used to produce a rough sea effect. Children use computers very well to support their learning in creative development. Children use a 'paint' program to 'take a line for a walk'. They choose a colour and use different tones to 'fill in' different areas. Children are provided with very good learning opportunities in music. The music teacher has a very good knowledge and understanding of teaching music to children of this age. Some of the teaching is excellent. Children play musical instruments expressively and develop an understanding of tempo.

ENGLISH

87. By the end of Year 2, standards are well above average in speaking and listening, reading and writing. Most pupils, including the higher attainers, those with special educational needs and those for whom English is an additional language are achieving well in all areas of English. These standards reflect the school's high National Curriculum test results in reading and writing. Standards are high and achievement is good because the school provides a very well planned curriculum and pupils receive good and very good teaching. Standards are higher than those reported during the last inspection.
88. Speaking and listening skills are very well developed. By the end of Year 2, most pupils listen and talk with confidence. They use formal vocabulary and technical terms well in lessons. Teachers provide plenty of opportunities to apply and develop speaking and listening skills in English and other subjects such as science, geography and art and design. For example, pupils in a Year 2 art and design lesson spoke confidently when describing and comparing paintings of water scenes by Monet and Van Gogh. After creating their own water scenes, they described the techniques they used and expressed opinions on how successful these had been. In several subjects, discussions with adults and with each other help to develop their skills of observation and comparison. Pupils talk articulately when describing and comparing the characters, settings and themes of books.
89. By the end of Year 2, most pupils read accurately and fluently. They show interest and enjoyment in a range of fiction and non-fiction books. Pupils are familiar with the structure of a book and have a clear understanding of terms such as the author, chapters and illustrator. They show a clear understanding of read text. Pupils also show a good understanding of library

procedures and use their alphabetical knowledge well to locate books and information. The school has an effective system where parents support pupils with reading, particularly those with special educational needs. Teachers and teacher assistants use very effective strategies for the teaching of reading and this contributes to the high standards attained.

90. Pupils write for a range of purposes and audiences. The study of pupils' past work reveals that pupils write descriptions, poetry, diary, reports and instruction. By the end of Year 2, pupils' writing is well structured, imaginative and clear. They make sentences interesting by the effective use of adjectives. Handwriting is legibly formed and joined. Most pupils write at length and are highly productive. Teachers' promote writing in range of subjects especially in history, science and geography. Pupils successfully apply their writing skills in other subjects. One higher attaining pupil in history wrote about Grace Darling. The writing was imaginative, clear and words were chosen for interest and effect. For example, the writing included 'waves were exploding over the rocks' and 'the howling wind and roaring sea'. In science and geography, pupils write clearly in reporting on the school environment. They write about the school grounds, the pond and provide information about different plants. In history, Year 2 pupils study The Fire of London. They produce clear instructional writing on how to put out a fire and produce a diary of events just as Samuel Pepys did. Pupils use computers well to draft and edit their writing. For example, pupils in Year 2 use word processing in their writing about 'Dumpling', a character in a Dick King Smith book. Keyboard familiarity is good. The shift, space and return keys are used correctly. Pupils create sentences that are correctly punctuated. Work is well set out, edited, saved and printed.
91. During the last inspection, the quality of teaching was judged to be satisfactory overall but good in Year 2. Teaching is now consistently good and sometimes very good in both Year 1 and Year 2. The National Literacy Strategy has been implemented very effectively. Teachers plan lessons well taking full account of the range of prior attainment within the class. They share clearly identified learning objectives effectively with the class so that pupils know what they are to learn. Teachers' give clear and informative instructions and explanations that encourage pupils to be attentive and listen well. Teacher assistants provide valuable support, particularly to pupils with special educational needs, as teachers deploy them well during the main tasks. This helps to ensure that all pupils including higher attainers and those with special educational needs are suitably challenged and make good gains in their learning. However, teacher assistants are sometimes used less effectively during the introduction to lessons. The marking of pupils' work is regular and thorough. Teachers provide praise for good work and constructive comments on how work can be improved. They manage pupils well and establish very good relationships with them. As a result, pupils display very good attitudes and behave well.
92. In a very good Year 2 lesson, pupils were exploring books written by the same author, Dick King Smith, and his work proved to be popular with the pupils. The teacher effectively recapped on the pupils' previous learning. Pupils responded well and identified several features of the author's books. Pupils were given opportunities in pairs to discuss and identify other characteristics. This they did with enthusiasm and identified that the books had interesting titles, were very descriptive and usually had a happy ending. The teacher then read 'Dumpling' to the class with animation and expression. She was a good role model for reading and the pupils listened attentively. Pupils were then encouraged to discuss the story and predict what might happen next. The pupils participated well and the teacher was particularly effective in promoting the use of descriptive language. Using individual white boards and felt pens, pupils wrote the next sentence to the story.
93. In this situation, pupils were creative and imaginative in their writing but some spelling and punctuation was inaccurate. Pupils were then taught how to improve sentences by making them more interesting. Pupils knew that sentences could be improved with a good beginning and interesting adjective. The class were keen to express their ideas. Effective questioning, modelling and feedback by the teacher helped pupils' development of sentence work. Together, the pupils and teacher created the following sentence: 'Suddenly, she found herself down in the dark scary woods all on her own.' Pupils then practised sentence writing in order to apply new knowledge. A particular strong feature of the lesson was the review of pupils' learning at the end

of the lesson. Pupils read their imaginative sentences with confidence and enthusiasm while the class listened attentively. Pupils' ability to evaluate their own and others' work was well developed and they decided on rewards for good adjectives or excellent expression. Pupils made constructive suggestions on how work could be improved and most showed a very good knowledge of their learning.

94. The coordinator of English has only been in post since the beginning of the summer term. She has settled very well owing to the school's effective and supportive induction procedures. The well-established curricular planning and policy statements for English are of a high quality. The school has very good procedures for assessing pupils' attainment. A variety of standardised tests and teacher assessments are used very well to assess all areas of English. Effective and manageable record keeping enables teachers to track pupils' progress as they move through the school. Teachers use assessment information well to guide future planning and teaching. As a consequence, work in lessons is well matched to pupils' attainment levels and needs. The headteacher and local education authority inspectors have observed teaching and provided constructive feedback to teachers. The school has enlisted local authority expertise in training and this has had a positive effect on standards and teaching. There are plans for the new coordinator to observe and support teaching in the classroom. Learning resources are good, accessible and well used. The school has improved the range of texts since the last inspection. Overall, the school has made very good improvements in English since April 2000.

MATHEMATICS

95. Inspection evidence shows that, by the end of Year 2, pupils achieve well and are attaining standards that are well above national averages. Standards have risen since the previous inspection, when attainment was judged to be above average. Pupils with special educational needs make good progress and achieve well in relation to their prior attainment. Pupils for whom English is an additional language also make good progress and achieve well. No evidence was observed of any gender differences.
96. There is no difference in standards between the different areas of the mathematics curriculum. By Year 2 the majority of pupils can add and subtract two and three digit numbers and apply this to money, weight and measure. They see patterns in number, continue a sequence of numbers to 100, recall their 2, 3, 4, 5 and 10 times tables, recognise odd and even numbers and identify halves and quarters. Pupils can describe the properties of two-dimensional shapes and simple three-dimensional shapes, measure with increased accuracy and use money in real life situations. They can construct graphs from information given. For example, they draw graphs to show the most popular pets in the class or the most popular car colours. They produce a computer-generated graph of favourite fruits. They use the graphs well to interrogate and interpret information.
97. Mathematics and numeracy are used well across the curriculum. For example, in science, pupils use tables and charts, in geography they plot routes and turns, in history they use dates and in information and communication technology they use floor robots to plot distances and turns. They use computers to construct graphs and 2-dimensional shapes in an art program to draw their homes.
98. The quality of teaching is good and has improved since the previous inspection when it was judged to be satisfactory overall. In the lessons seen, teaching was never less than good and in one lesson teaching and learning were very good. Teachers' have good subject knowledge and they apply the elements of National Numeracy Strategy well. There is good commitment to ensuring that the standards that pupils achieve remain high. Learning support assistants are well briefed and support pupils well. The good quality teaching results in good progress in lessons. This is an improvement since the previous inspection when progress was judged to be satisfactory overall and inconsistent between classes. Pupils are taught at a good pace and with a good level of challenge. Teachers use activities that motivate and interest pupils, which results in them enjoying mathematics lessons and feeling challenged and leads to very good attitudes and behaviour. For example, in the very good Year 1 lesson, on addition and use of

money, the teacher continually challenged her pupils with her questions and reinforced their understanding by asking them to explain their methods when adding money and giving change. The lesson progressed to pupils using money to buy and sell items, which put their learning into a real and relevant context. The learning support assistant gave very good support to pupils by role-playing a shopkeeper, which motivated her pupils to explain their methods of addition.

99. Teachers use questions well to assess understanding but not all use pupils' errors and misconceptions as further teaching points or ask pupils to explain and share their personal mental strategies. In most lessons teachers display and refer to the objectives of the lesson, so that the pupils know what they are learning. However, they do not always recap the objectives at the end of the lesson, or ask pupils to self-evaluate whether they have understood the objectives. In a good Year 1 lesson, the teacher reinforced the objectives by writing them on the board at the start of the lesson. At the end of the lesson she asked pupils to self-assess their understanding by raising a thumb if they felt they had achieved the objectives of the lesson. The majority raised a thumb but those pupils still unsure were confident enough to admit their insecurity. Lessons are well planned and work is generally well matched to the needs of all pupils.
100. In Year 1 and Year 2 pupils are set by prior attainment within each year group ensures that work is closely matched to their needs. Within the sets, work is planned for at least three levels of attainment. Teachers plan well for the use of key mathematical vocabulary and the words are reinforced or displayed during the lesson. In a good Year 2 lesson, one pupil suggested that the horizontal axis of a graph should be put in "numberbetical order". The teacher used this well to discuss the word itself and then explained the key words to describe a graph and the use of numbers to show order. Teachers make good use of their assessments of pupils against the lesson objectives, which then informs future planning. In the majority of lessons teachers made clear reference to the previous day's work and any errors or misconceptions made. They use daily marking effectively to set personal targets, which are written in the front of pupils' mathematics books. This results in pupils having a good understanding of their learning and of the areas they need to develop.
101. Lessons are well organised and start with a whole class, mental, warm-up session, in which teachers try to involve everyone. However, in some classes the introduction to the main activity can be too long. For example, in a Year 2 class, pupils sat on the carpet for half-an-hour while the group activities were being introduced. At the end of lessons the whole class comes back together to share what they have learnt. However, because of the long introduction in a minority of lesson, the final recap and review session can be too short to be of real value. Overall, teachers manage pupils well in lessons and this creates a good atmosphere for learning. Pupils with special educational needs and English as an additional language are given good support by well-briefed teaching assistants and make good progress.
102. The co-ordinator is very new to the role. She is enthusiastic and is already developing a clear understanding of the strengths of the subject and areas to develop, which are noted in the mathematics development plan. They include developing the match of work for gifted and talented pupils and further developing the use of problem solving activities for the higher attaining pupils. She has worked closely with the deputy headteacher, who is giving her good support. The scheme of work is very good and offers teachers clear guidance. It has improved since the previous inspection, when it was judged to offer insufficient guidance on progression and continuity. The local mathematics inspector recently spent a day working alongside the co-ordinator and teachers to support them in their planning.
103. The subject is well resourced. Good use is made of information and communication technology to support the subject. For example, pupils construct graphs, draw pictures of their home using 2-dimensional shapes, draw repeat patterns and tessellated patterns using a variety of shapes, use an art program to design symmetrical pictures and use a floor robot to develop an understanding of distance, rotation and angles. Very good use is made of national, local and school data to track pupils' attainment and progress and to set targets for the school, which is an improvement since the previous inspection. Individual targets are also shared with the pupils

and written in the front of their mathematics books. School data is also used well to place pupils into ability sets in Year 1 and Year 2. Although number lines are displayed in each classroom, they are not always at pupil height for them to refer to or they are partially hidden by displays of pupils' work. The setting of homework is not consistently applied.

SCIENCE

104. Analysis of teacher assessment tests for seven year olds in 2001 indicate that pupils attained well above the national averages and the average for schools in similar contexts. The inspection findings, that result from consideration of a broader range of work than the assessment tests, are that pupils by the end of Year 2 attain above average standards and this represents an improvement from the average standards being attained at the time of the last inspection.
105. Pupils now achieve well in science because the curricular opportunities have improved and sufficient teaching time is now allocated to science, allowing pupils to study all elements of the subject in sufficient depth. The achievement of pupils with special educational needs and English as an additional language is also good. Pupils have a good knowledge and understanding of life processes from their studies of plants and animals and they name parts of the human body correctly. They sort and compare materials and learn about the range of materials employed in house construction from looking at their own homes. Higher attainers begin to discuss fitness of different materials for different purposes. Pupils understand, for example, that water changes to vapour when sufficient heat is applied. At the time of the last inspection, inspectors found that pupils had insufficient knowledge of electricity, forces and motion. Evidence from scrutiny of work, from assessments and lesson observations indicates that this has been rectified and pupils also learn to predict and develop understanding of fair testing in this work.
106. The quality of teaching and learning has also improved and is now good. Teachers plan well structured lessons with a good balance of discussion, practical work, and recording. Teachers have sound subject knowledge and introduce learning objectives clearly. They link pupils' work in science to their everyday lives well and put an appropriate emphasis on safety issues. Pupils respond well to the challenges and good resources that teachers provide and are keen to undertake their activities. At the beginning of a Year 1 lesson on electrical circuits the teacher reinforced appropriate vocabulary and previous learning about electricity well. She gave a good explanation to help the pupils understand how electricity flows round a circuit before giving them resources to make their own circuits and light a bulb. She encouraged them to plan what they would need and to decide how to make a complete circuit. Pupils worked quickly and sensibly in pairs, overcoming difficulties and learning from each other when things did not work out. They were delighted when their bulbs lit. They recorded their findings well with diagrams and writing.
107. Year 2 pupils enjoyed three different activities that developed their observational and comparative skills and extended their knowledge of the variety of plants and how flowering plants reproduce. They had the benefit of working with a visitor who explained about his work as a botanist and took groups into the school grounds pointing out interesting features of different plants and helping them to answer questions given to pupils by their teacher. Pupils also sorted photographs of plants according to criteria they chose themselves and, when one group used only colour, the teacher encouraged them to think of and use different sorts of criteria. Pupils were also able to discuss with their teachers the similarities and differences of two very different plants and make labelled drawings, learning new vocabulary such as 'calyx' and 'stamens'.
108. Learning and achievement are good for all groups of pupils. Lower attainers are supported well by teachers and classroom assistants so they have full access to all the work and usually complete it. Higher attainers are also well challenged. For example, in a lesson on electrical circuits when the teacher realised a pupil was already competent at making a circuit he was given the task of exploring insulators and conductors and towards the end of the lesson asked to explain to the class what he had found out. Higher attainers are also beginning to express reasons and draw conclusions both orally and in writing. The co-operative way of working encouraged in science lessons promotes pupils' social development.

109. Pupils use their literacy skills well in science; for example they search for information in books and an attractive display in a Year 2 class showed how they wrote at length about the different plants in the school grounds, illustrating their work with photographs. Although some examples of data handling were seen and pupils measured length in investigations on forces, the school is aware that the use of numeracy skills, particularly measure needs further development. The quality of recording skills in the current Year 2 is not as high as other aspects of their work, though work in reception and Year 1 indicates these skills are improving. As yet the use of information and communication technology is limited. However, Year 2 pupils were able to appreciate that photographs taken by their teacher, when transferred to a CD ROM, could be viewed on a computer screen and printed as required.
110. The school grounds are a very good resource as they contain examples of mature trees including fruit trees, shrubs, herbs, a pond and a wide variety of plants. Teachers make good use of this as in the Year 2 lessons seen and also for helping pupils to learn the characteristics of plants and animals found in different habitats. Pupils and their parents are encouraged to bring and look after a pot of flowering plants to place near the school entrance. This makes a most attractive display and welcoming atmosphere. The caretaker makes a valued contribution of hanging baskets and care for growing vegetables. These factors make a good contribution to pupils' spiritual development through appreciation of the natural world and expression of creative impulses.
111. The planning of the curriculum is good and an improvement from the last inspection is that the school now takes National Curriculum requirements fully into account. The new curriculum is already having a positive impact on the progressive development of pupils' knowledge and skills because it helps teachers plan for all levels of prior attainment and build well on previous work. This is supported by the good quality assessment and tracking procedures now in place that represent improvement from the unsatisfactory situation at the time of the last inspection. The teacher who has taken over science co-ordination is new to the role but supported well by senior management. She has a clear idea of how provision needs to be developed further but has not yet had the opportunity to influence teaching and learning through monitoring lessons. However, the school is well placed to continue to raise standards.

ART AND DESIGN

112. Only two art and design lessons were seen during the inspection. Judgements are based on the lessons seen, viewing photographs and examples of pupils' previous work. Discussions were also held with staff. By the end of Year 2, pupils' standards are average and pupils are achieving satisfactorily. These findings are similar to those of the last inspection.
113. Pupils in Year 1 produced daffodil prints back in March by impressing a daffodil outline into a small square polystyrene tile using a pencil. Paints were used to colour the petals yellow, the leaves green and the background blue. Orange was effectively used for the daffodil's trumpet and the image printed onto card. The colourful floral effect on the tiles and the prints were striking. In a Year 1 lesson, pupils drew pencil sketches of fruits such as apple, coconuts and lemons. Higher attaining pupils produced sketches with greater attention to detail. For example, one pupil drew a detailed sketch of a slice of dried orange clearly showing the outer skin and segments.
114. In Year 2, pupils produce painted portraits of class members. They explore the mixing of colour to achieve effective eye, skin and hair colour. As part of the history topic on the Victorians, pupils made observational sketches of the school building. The main shape and outline of the school was captured but the tone and shading was less strong. Drawings of Victorian artefacts were also produced including a school bell and an abacus. In a Year 2 lesson, pupils were comparing paintings. They examined Van Gogh's 'Seascape' and Monet's 'Water Lilies' and bathers at La Grenouillere. Pupils spoke confidently in comparing the artists' work. They described the differences and similarities in the scenes. They noticed that in the seascape scene, the water was rough but it was still in the Monet paintings. They commented on the

different use of colour. Pupils then created their own water scenes. Some groups used torn tissue paper to create a water scene. One pupil used this technique effectively by using different shades of green tissue paper to create a calm water effect. Another used a range of different colours to create a stormy effect. Others groups used finger paints and merged the colours using a glue spreader. Higher attaining pupils spoke confidently about their work and described the techniques they have used. They explained how effective their techniques have been.

115. The range of pupils' work on display and the overall standards attained indicate that teaching is satisfactory with good examples. Pupils are provided with a reasonable range of learning opportunities in drawing, painting and printing. Work with textiles and clay is less evident. Teachers plan lessons well and teaching assistants help them prepare well by setting out suitable learning resources beforehand. In Year 1 and Year 2, art and design lessons contribute well to the development of pupils' speaking and listening skills because teachers provide good opportunities for pupils to discuss the work of famous artists or to observe and describe the objects they are to draw. Teachers use effective questioning to explore pupils' knowledge and ideas. Pupils are keenly interested and demonstrate good listening. They respond well to teachers' questions and instructions. In drawing and painting tasks, pupils show good levels of concentration and are productive. The lesson maintains a good pace but in one Year 1 lesson seen, the pace and flow of the lesson was disrupted as the class moved on to a music lesson for 30 minutes and then returned. There is little evidence of information and communication technology being used to support teaching and learning in art and design.
116. The coordinator has only held the post since September. Curricular planning has been effectively revised. The quality of planning is good and should help to ensure that pupils receive a good range of art experiences in terms of media and techniques. The planning is not yet fully implemented and has therefore not yet had a significant impact on standards. An effective and manageable assessment system has been built into planning but this is at an early stage. The school has recently introduced the use of sketchbooks and these should provide a record of pupils' progress. Art contributes satisfactorily to pupils' cultural development. Pupils are introduced to famous artists and their works including Monet and Van Gogh. However, there is not a wide range of work on display from a range of different kinds of artists. The school holds an Arts Week towards the end of the summer term and this contributes significantly to pupils' learning opportunities. For example, pupils created interesting butterfly patterns on the playground using textiles, twigs, plastic, leaves and stones. Overall, the school has made sound improvements since the last inspection.

DESIGN AND TECHNOLOGY

117. During the inspection only one lesson was seen and this was in Year 1. Pupils' previous work and teachers' planning was examined and discussions were held with staff. By the end of Year 2, standards are average and pupils are achieving satisfactorily. These findings are similar to those reported during the last inspection. The school's improved curricular planning is too recent to have raised standards beyond average.
118. In the Year 1 lesson, pupils began to design a Caribbean fruit cocktail. They observed, described and tasted a range of well-known and exotic fruits. They recognised common fruits and acquired knowledge of new ones such as guava, lychee, blueberry and physalis. Higher attaining pupils knew that bananas grew in Jamaica and that lychees grew in China and India. In describing the fruits' appearance and taste pupils used a wide vocabulary including words like sour, juicy, shiny and ripe. Pupils then selected their favourite five fruits from the wide choice to make their cocktail. In Year 2 pupils have designed and made different puppets including glove, stick and string types. They produced detailed sketches of their designs and these were clearly annotated making good use of pupils' literacy skills. Different materials were selected for making the puppets including card, lolly sticks, string and a range of colourful fabrics. Pupils used appropriate tools and joining techniques in the construction and completed attractive finished products. The individual character and design of the puppets was a strong feature of this work. Much of this work is of an above average standard but the range of past work in design and technology seen across the school is limited.

119. The evidence of pupils' work and the lesson seen, indicate that the quality of teaching is good, but the range of work the school provides is not sufficiently broad as the new planning is not yet fully implemented. In the one lesson seen, the quality of teaching was very good. The teacher had planned and prepared the lesson very well using an extensive range of fruits and an attractive poster to motivate the pupils. The pupils showed keen interest and considerable enthusiasm for the topic. The teacher used skilful questioning to explore pupils' knowledge of fruits. She provided very good opportunities for them to develop their speaking and listening skills and to increase pupils' vocabulary. The teacher's instructions were very clear and informative. For the main activity the pupils were appropriately grouped. The teacher assistants were effectively deployed in setting out resources and they provided good support to pupils during the main task. Pupils with special educational needs made good progress in their learning owing to the good support given to them. There is little evidence of the use of information and communication technology to enhance teaching and learning in design and technology.
120. At the time of the inspection, the school did not have a person responsible for managing the subject and it has not been a priority on the school improvement plan. However, curricular planning has been effectively revised. It is now of a good quality and the school has incorporated effective systems to assess and record pupil attainment into the planning. These positive improvements are recent and have yet to have an impact on raising standards but the school is well placed for developing the subject. Overall, the school has made satisfactory improvements in design and technology since the last inspection.

GEOGRAPHY

121. By the end of Year 2, the overall standard of pupils' attainments in geography are similar to those found nationally and pupils' achievement is satisfactory. This is a similar picture to that found at the last inspection. However, standards are beginning to rise; there are examples of above average work in both Year 1 and Year 2. This is the result of an improvement in curriculum planning that now ensures that the curriculum is covered in a systematic and coherent way and assists teachers in planning lessons. Assessment has also improved and informs teachers well about pupils achievement. Teaching is satisfactory overall with some good features and takes good account of the needs of pupils with different levels of prior attainment, including those with special educational needs.
122. Pupils learn to recognise geographical features and employ appropriate vocabulary through study of their local environment. Their work in geography is firmly rooted in a sense of place and they can assess features of an environment that they like or dislike and make suggestions on how an environment may be improved. Pupils extend their knowledge and understanding of places around the world through photographs, postcards and maps that illustrate the travels of 'Barnaby Bear'. By the end of Year 2, they begin to give reasons for their views and learn to ask as well as answer questions. They learn that different places have similar features as well as some that show their difference. Pupils practise their map making, literacy, word processing and data handling skills appropriately in geography.
123. Owing to timetabling arrangements, no lessons were seen in Year 1 but judgements can be made from scrutiny of previous work and teachers' planning and assessments. Pupils study the features of a remote Scottish island as a contrast to their own locality. They learn to distinguish between physical and human features and make comparisons, study the different forms of transport and draw maps of the main features. The pupils recorded work shows accurate recall of facts and good understanding. Higher attaining pupils show good understanding and above average skills in drawing maps. That pupils were clearly interested in a talk from a visitor and learnt a lot, can be seen in the pictures they drew about different types of street lighting.
124. Whole class and group discussions, clear explanations and good quality resources are good features of the teaching in Year 2. This enables pupils to develop a good understanding of the key ideas in the lesson and acquire new knowledge effectively. Year 2 lessons on comparing

features of Farnborough, Odiham and a village in India were well structured and the very good quality photographs promoted interest and enthusiasm among pupils. This led to a very positive working atmosphere with pupils maintaining a keen interest and taking part in lively discussions with each other and with adults. They were very willing to share their opinions and had definite views on their preferences, gaining good insight into what life is like in an underdeveloped area. Pupils recorded their findings appropriately on a table and were disappointed when it was time to stop work! Pupils made good comparisons of, for example, housing, transport and schools as they were supported well. They showed they have a good understanding of what is meant by human and physical features. The work is supported further by an attractive display of Indian artefacts and non-fiction books.

125. The co-ordinator for the subject has only been in post since Easter but is preparing for the responsibility through informal discussions with staff and scrutiny of end of unit assessments. She plans to audit resources, and is due to receive training at the beginning of the autumn term but has already had experience of managing another subject.

HISTORY

126. During the inspection week, it was only possible to observe one lesson in Year 1. Therefore, judgements are largely based on teachers' planning, assessment records and discussion with teachers and pupils. By the end of Year 2, standards are above average and pupils achieve well. Presentation of pupils' work, discussions with Year 2 pupils and the observation of the one lesson, indicate that pupils' attitudes to the subject and behaviour in lessons are good. They are able to recall well their work in history lessons and are developing a good understanding of chronology and historical facts.
127. It is not possible to make an overall judgement on teaching. However, in the Year 1 lesson observed teaching was good. The teacher used a variety of Victorian artefacts, including a brass kettle, an iron, a jug and a chamber pot, to develop pupils' experiences of first hand enquiry. She encouraged pupils to work in groups and discuss the artefacts and decide what they were used for. The good teaching resulted in well-motivated pupils and good behaviour so that learning was also good.
128. The use of assessment opportunities by teachers to inform their future planning is good. The work for pupils with special educational needs and English as an additional language is well matched to their requirements and they are given good support by learning support assistants when appropriate, and so make good progress. They are fully included. In the scrutiny of pupils' work, there was good evidence of the breadth of coverage of the subject. Pupils present their work well and show an extensive knowledge. In discussion, pupils were able to recall well the key events in the Fire of London and the important moments in the life of Guy Fawkes, Florence Nightingale and Grace Darling. They have a good awareness of the differences between a Victorian school and their own school and clearly enjoyed their visit to a Victorian schoolroom at Manor Farm.
129. The co-ordinator is new to the post. She has a good understanding of the strengths of the subject and the areas to develop. The previous inspection report judged the policy to be out-of-date and that the scheme was not covering the requirements of the National Curriculum. These areas for development have been addressed well. The comprehensive planning and scheme of work is based on nationally produced guidance. The use of information and communication technology to support the subject is satisfactory. For example, Year 2 pupils word-process accounts of their visit to the Victorian schoolroom and used the Internet to research information about the Queen's jubilee. They have watched videos of the lives of the famous people studied. Literacy is supported well through many opportunities for pupils to discuss and record their work. Satisfactory use is made of mathematics to support the subject. For example, pupils are developing a sense of chronology and time through the use of dates. However, appropriate timelines are not displayed in classrooms.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. By the end of Year 2, standards are average, although word-processing skills are above average. Pupils' achievement overall is satisfactory. The achievement of pupils with special educational needs and English as an additional language is also satisfactory. This is similar to the judgements of the previous inspection.
131. By Year 2, pupils confidently use the mouse to log on and log off, open programs, select from an on-screen menu, delete and insert letters and words, use the spell-check and use the mouse to 'drag and drop' icons. The majority of pupils show good standards in word-processing and are generally confident with the layout of the keyboard. For example, Year 1 pupils word-process stories to compliment their literacy work on adjectives and Year 2 pupils word-process accounts of their visit to a Victorian school room. Pupils can change the size, colour and style of font used. They confidently use an art program to draw symmetrical pictures to support their work in mathematics and construct two-dimensional shape pictures of houses to support their work in geography. As well as using word-processing and art programs, pupils use a data program to construct a graph to show the most popular fruits and the most popular colour of cars. Pupils know that information can be obtained from computers, the Internet, television, radio, video and audiotape.
132. The quality of teaching is satisfactory overall. However, good teaching was observed in Year 1, which is laying the foundation for improved skills by the time pupils are in Year 2. During the inspection week the majority of lessons observed took place in the computer suite. In most classrooms computers were not used on a regular basis. In the lessons observed, teachers shared the objectives well with the pupils so that they knew what they were about to learn and why. The teachers used questions well to assess pupils' understanding and to develop their knowledge and skills. Learning support assistants are given good guidance by teachers and so are able to support pupils' learning effectively. For example, in a Year 2 lesson the learning support assistant helped the teacher by introducing pupils to a word-processing program that inserted key words into the text from an on-screen word bank. The clear exposition by the teacher and the good demonstration by the learning support assistant meant that pupils had a clear understanding of the program when they used it to write about their visit to a Victorian schoolroom. Boys and girls display the same good attitudes and growing confidence and interest in the subject. They are eager to learn new skills and to share their knowledge with their peers. In two lessons, pupils were not encouraged to draft their work straight onto the computer and so opportunities were lost to use the full power of a word-processing program. Some pupils also rested their sheets of paper on the keyboard or screen, rather than on a document holder, which made typing on the keyboard difficult.
133. Since the previous inspection there has been satisfactory improvement in the subject, thanks to careful spending of national grants to improve staff confidence and resources and to develop the spacious computer suite. The ratio of computers to pupils in the school is in line with the national average. However, the number of computers in the suite means that some pupils do not have the opportunity to use a computer because there are not enough to accommodate all the pupils. For example, in a good Year 1 lesson to develop pupils' use of adjectives, only twelve pupils used the computer whilst the rest drafted their work on to paper. A national training initiative, which will be completed in the autumn term, is resulting in improved knowledge and skills amongst teachers. The co-ordinator plans to extend training to the teaching assistants in the autumn.
134. The co-ordinator provides good leadership. She is ensuring that standards are being raised in the foundation stage, the benefits of which are now being felt in Year 1 and will continue into Year 2. She has a good understanding of the strengths of the subject and the areas for development. She has produced a comprehensive scheme of work, which gives good guidance to teachers and, once fully embedded, will help raise standards. Good use is made of assessment opportunities to track pupils' progress and attainment. A governor is developing a website to enable parents and pupils to have access to a range of information about the school. The displays in the computer suite celebrate the subject and show that information and

communication technology supports English and mathematics well and other subjects satisfactorily.

MUSIC

135. Pupils enjoy music and above average standards have been maintained since the last inspection. All classes have one lesson each week with the part-time music teacher with class teachers assisting and assessing pupils. Class teachers in Year 1 follow these up lessons during the week and Year 2 pupils have a singing lesson with the music teacher. Pupils' achievement is good.
136. Pupils sing and perform confidently as the good number and range of untuned percussion instruments allows all pupils, including those with special educational needs plenty of opportunities to participate fully in lessons. Pupils know the name of a wide variety of percussion instruments from round the world and how to produce sounds in a particular rhythm or to create an effect. They sing with expression and good diction and Year 2 pupils enjoy singing rounds.
137. In a Year 1 lesson on dynamics, the teacher helped pupils understand the term 'crescendo' through a humming game and this was developed when a group of 'pirates' visited different parts of a 'Treasure Island' such as a jungle, a waterfall and a stormy mountain. These were represented by a group of instruments in different parts of the room. Each group decided on a 'conductor' who was responsible for bringing in each instrument and giving hand signals for example for getting louder and quieter. Building on previous work the pupils learned to represent distances using dynamics and from demonstration by the teacher learned to develop a crescendo while using good control in playing. The pupils responded and co-operated well and tried to improve their performance while learning also how different groups of sounds can be used to create mood. The class teacher followed this lesson up by encouraging pupils to write a pictorial score representing louder and softer sounds.
138. Very good gains in learning were made in lessons on texture for Year 2 pupils. The teacher developed their awareness of texture very well through illustration using the keyboard, very good questioning and helping them to think about texture through using voices. Pupils are beginning to distinguish between 'thin' and 'thick' texture. Using good visual aids to focus the pupils, the teacher extended their learning by playing the sounds of different steel drums and then a piece of music pointing out how this engendered an atmosphere of the Caribbean. The pupils listened attentively while learning to follow a graphic score through trying to guess which card represented a particular part of the music. This developed their sequencing skills as well as helping pupils relate the texture of the music to the score, really extending the pupils knowledge and understanding well. The teacher skilfully assessed when pupils needed to repeat work in order to consolidate or when they were ready to move on. She provided a contrast for pupils at the end of a lesson by showing them part of an orchestral score for Beethoven's fifth symphony to illustrate a thick texture and played the music as they left the music room.
139. Teaching is very good, with well-prepared and structured lessons that proceed at a good pace keeping pupils interested and involved so that their behaviour is very good. There is a good balance in lessons with pupils having the chance to increase their knowledge and understanding and to develop their singing, playing and performing skills. They also listen to music from different parts of the world in their lessons and this broadens their understanding of music from other cultures. The music teacher manages pupils very well, making expectations for the appropriate time and way to handle the instruments very clear so that no time is lost. She makes good use of the keyboard and tape recorder in lessons for demonstration and illustration.
140. The good quality curriculum provides full coverage of National Curriculum requirements and the assessment of pupils' attainment is good. Pupils who attend the school's recorder and music clubs have further opportunities for playing and composing that helps them learn, for example, to read a conventional score and recognise an ostinato as a repeated pattern of rhythm. Year 2 pupils sing as a choir in school and other events. However, opportunities for performing and

listening to music are not exploited in assemblies. For example, although music plays as pupils enter and leave the hall, teachers make no reference to it.

141. The teaching and learning of music benefits from the good accommodation in the spacious room allocated to music and information and communication technology. The instruments are well stored and labelled and easily accessible. The music teacher, who took up her post at the school last January, is the subject co-ordinator and has clear ideas how she wishes to develop the subject through the provision of more tuned instruments and improvement of the recorder groups.

PHYSICAL EDUCATION

142. It is not possible to make overall judgements on standards in physical education as during the inspection, only lessons in games skills were seen in Years 1 and 2 owing to timetabling arrangements. Discussions were held with staff and pupils. During the inspection, pupils were seen taking part in extra-curricular activities at lunchtime and after school in cricket and football. These activities were taken by visiting coaches. In these sessions, pupils generally demonstrated at least average standards. Standards were judged to be average during the last inspection.
143. Standards in the lessons seen were below average and there was little difference in standards between Years 1 and 2. Pupils are not achieving as well as they should because the activities provided were not sufficiently challenging or demanding to develop pupils' skills of catching and throwing. The pace of lessons was too slow and the lack of small games meant that pupils were unable to apply and practise games skills. Although pupils describe the basic changes that take place in their bodies during exercise, teachers did not provide the opportunity for pupils to really exert themselves physically and undertake aerobic exercise and feel these changes. For example, the whole class games at the end of two Year 2 lessons resulted in pupils only moving or handling the ball infrequently. Teachers also missed the opportunity to explain the extra precautions to take when exercising in very warm and sunny weather and allow pupils to find out why these are necessary.
144. During the inspection, four lessons were seen. Two of these were just satisfactory and two were unsatisfactory. Overall, the quality of teaching is unsatisfactory and pupils make insufficient gains in the acquisition and application of skills. Instructions to the pupils are generally clear but the activities provided do not expect enough from them. Pupils in Year 2 know the reasons for warming up before physical activity but in both Year 1 and Year 2 lessons the warm up activities were not sufficiently vigorous to prepare pupils for physical activity. Only in one of the lessons was any attempt made to use demonstration to help pupils evaluate and improve their performance.
145. In a Year 1 lesson pupils were passing a beanbag from one hand to another on the move. They followed this by passing a ball from one hand to another on the move. At no point were there opportunities for pupils to throw and catch the beanbag or ball in pairs or in small groups in order to extend their skills. The tasks provided were not modified to meet the needs of different attainment levels within the class. As a result, most pupils, particularly the higher attainers, were not sufficiently challenged and they made insufficient gains in the development of skills.
146. In a Year 2 lesson, pupils were passing a ball to each other in pairs. The pupils were too close together for this to provide sufficient levels of challenge and fun. Opportunities to apply catching, throwing and spatial awareness to small games situations were limited. In all lessons seen, pupils' attitudes and behaviour fell to satisfactory levels and yet in other subjects these were good or very good. While most pupils listened to and followed instruction, there were some incidents of inappropriate behaviour from a few pupils. The lack of challenge contributed to their disinterest. Three of the Year 2 lessons were taken indoors in the hall, which was not conducive to development of games skills due to limited space. Teachers did not take advantage of the fine summer weather and use the spacious playground. There is little evidence of information and

communication technology being used to support the teaching and learning of physical education.

147. The coordinator has only been in post since September and the subject has not been a priority for action in the school improvement plan. The school has revised its curricular planning and this provides good quality guidance to teachers in all aspects of the physical education curriculum. This should help to ensure that pupils receive a broad and balanced range of learning opportunities and progressively develop their skills and understanding. However, on the evidence from lessons seen during the inspection, these plans are not yet translated into effective teaching. A useful and manageable system to assess and record pupils' attainment has been built into planning but this is at an early stage of development. There is a good playground area for physical education at the front of the school but grassed areas are limited. The main hall is not ideal for indoor work and space is lost because of the storage of tables, chairs, a lunch box trolley and gymnastics apparatus. The separate storage area within the hall is limited. The school has made unsatisfactory improvements in the subject since the last inspection.

RELIGIOUS EDUCATION

148. By the end of Year 2, pupils attain standards that are above the expectations of the locally agreed syllabus. Their achievement is good. Pupils with special educational needs and those for whom English is an additional language also achieve well because of the good support they receive from learning support assistants.
149. The previous inspection judged that the curriculum for religious education was not broad and balanced and was not taught with sufficient frequency. These areas for development have been addressed well. The scheme of work is detailed and based on the locally agreed syllabus and nationally produced guidance.
150. By the end of Year 2, pupils are familiar with the key events of the life of Jesus and the Christian celebrations of Easter and Christmas. They can recall the main events in the stories they are told from the old and new testaments and the stories told by Jesus. Pupils are learning about themselves and are developing sensitivity and understanding. They explore and share their thoughts about feelings and friendship. They are beginning to develop an awareness of the signs, symbols and festivals celebrated by Christians and Jews. They can explain the importance of the Bible and the Torah to their respective faiths. They know the importance of religious festivals in daily life; for example christenings and marriage. Teachers plan effectively and relate moral issues to a religious base. The predominant religion studied is Christianity. The comparative religion studied is Judaism, of which pupils have a good knowledge and recall. Where appropriate, pupils are taught aspects of other religions. For example, Year 2 are introduced to Hinduism in their study of the Indian village of Chembakoli and to the aboriginal story of the creation, when comparing the way that different religions tell the story of how the world was created.
151. Teaching is good and results in good progress by pupils in lessons. Teachers manage pupils well so their behaviour and attitudes are good. Pupils listen well to one another and are eager to contribute their ideas sensibly. They have a good understanding of what they are learning because teachers share the lesson objectives with them at the start of the lessons. Teachers use a variety of teaching methods to stimulate pupils. For example, in a Year 2 lesson the pupils painted in the style of aboriginal artist, to consolidate their understanding of the aboriginal belief of the creation, and used puppets to re-enact the aboriginal creation story. The lesson also contributed very well to pupils literacy, speaking and listening skills. Teachers' assessment of pupils against the learning objectives is good.
152. The school has developed productive links with the youth minister from the local church. During the inspection week he led a whole school assembly and class lessons on the symbols to be found in a church. In a very good Year 1 lesson, he used artefacts from his church to engage the pupils in a very good question and answer session about the symbolism of the artefacts and their meaning to Christians. The class teacher also encouraged pupils to write questions before

hand and place them in a “golden box”. The good quality of the questions and the minister’s answers ensured that pupils made very good progress within the lesson in their understanding of symbols to be found in a church and symbolism in the Christian faith. For example, pupils asked, “Why is there a cross in the church?” “What is the most important part of a church?” and “Do Christian churches always have a pulpit?”

153. The co-ordinator is new to the role. She has monitored planning and is developing a good understanding of the strengths and areas for development in the subject although she has not had the opportunity to observe lessons or work alongside colleagues. The subject makes a good contribution to pupils’ spiritual, moral, social and cultural development through discussion and study. Assemblies make a satisfactory contribution to religious education. Satisfactory use is made of information and communication technology. For example, pupils watch videos of religious stories, word-processes their work and use a program to construct faces, which reflect feelings and moods. Resources are good and have improved since the previous inspection, when they were judged to be unsatisfactory.