

INSPECTION REPORT

ASHBROOK INFANT AND NURSERY SCHOOL

Borrowash

LEA area: Derbyshire

Unique reference number: 112688

Headteacher: Mrs Megan Wiltshire

Reporting inspector: Jean-Pierre Kirkland

4483

Dates of inspection: 22nd – 24th April 2002

Inspection number: 243339

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 and Nursery

School category: Community

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: Victoria Avenue
Borrowash
Derby

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Dianne Du Feu

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4483	Jean-Pierre Kirkland	Registered inspector	Mathematics Geography History Music Provision for pupils with special educational needs Provision for pupils with English as an additional language	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9928	Alan Dobson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18143	Bernice Magson	Team inspector	English Information and communication technology Art and design Design and technology Equality of opportunity	How good are the curricular and other opportunities offered to pupils?
17710	Maureen Sillifant	Team inspector	Areas of learning for children in the foundation stage Science Physical education Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ashbrook Infant and Nursery School is situated in the village of Borrowash about five miles to the east of Derby city. The school has a designated 52 place nursery with 41 children currently attending part-time. Including these children, the school has 181 on its roll. Numbers have fallen since the previous inspection. The majority of pupils come from white family backgrounds. However, the school has a very small percentage of pupils who have English as their additional language. Ten per cent of the pupils are entitled to free school meals, which is below the national average. The school is situated in an area of owner occupied housing with almost half the pupils coming from a nearby local authority housing area. There are sixteen pupils on the register of special educational needs, which is below the national average. Less than one per cent has a statement of special educational need, which is well below the national average. A high number of pupils enter or leave the school other than at the normal starting or leaving points. Attainment on entry to the nursery is average. Attainment is also average when pupils enter Year 1 and start the National Curriculum.

HOW GOOD THE SCHOOL IS

This is a good school which has been improving steadily since the appointment of the new headteacher almost two years ago. Standards are broadly average, although they are above average in speaking and listening, reading, mathematics, art and design and music. Pupils' achievements are satisfactory. Teaching and learning are good. Leadership and management are very good overall. Given average costs for educating its pupils, the school provides satisfactory value for money.

What the school does well

- Children make a good start to their learning in the nursery and reception classes;
- Standards are above average in speaking and listening, reading, mathematics, art and design and music;
- Teaching is good throughout the school with good learning in classrooms;
- The school provides a very good atmosphere for learning where pupils behave very well and have very positive attitudes;
- Leadership and management are very good with a shared commitment by staff and governors to raising standards and achievement;
- The school has a very good partnership with parents which supports their children's learning effectively.

What could be improved

- Standards do not meet national averages in information and communication technology (ICT);
- Higher attaining pupils are not challenged sufficiently and consistently enough;
- The marking of pupils' work in order to show them how to improve further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement since the previous inspection in 1997. Standards in most subjects are broadly similar to the previous ones, although they had been falling until the appointment of a new headteacher two years ago. There has been some recent recovery, with further improvements noted during the current inspection, especially in writing, science, mathematics and music. Standards in religious education, while satisfactory, are not as high as they were previously. All the key issues have been successfully addressed except for ICT. Here, standards are still below average throughout the school. Judgements are similar in many other areas, such as care and welfare and attitudes and behaviour.

Improvements have taken place in the school's partnership with parents and in leadership and management. As a result, the school is well placed to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	C	D	B	B
writing	C	E	C	C
mathematics	C	D	C	C

Key

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

Inspectors found current standards in reading and writing to be similar to those recorded in the national tests last year. However, there was some noted improvement in mathematics with standards now being judged as above average. In science in 2001, teachers assessed standards as below average. Inspectors now judge standards to have improved and they are now broadly average. In comparison to similar schools, pupils' standards are broadly comparable. Standards by age seven are above average in art and design and in music. Standards are average in all other subjects except ICT where they are generally below average throughout the school.

Pupils' work is generally showing improvement, although there is some room for better progress from higher attaining pupils. Pupils who have special educational needs or English as an additional language make good progress and achieve well.

Achievement in English and science is satisfactory, with good achievement in mathematics. In other subjects, achievement is satisfactory, but it could be better in ICT and for higher attaining pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good and have a strong influence on the good quality of their learning.
Behaviour, in and out of classrooms	Very good throughout the school. As a result, pupils learn well in a calm and orderly manner. There have been no exclusions.
Personal development and relationships	Very good. These strengths add significantly to the quality of learning taking place as pupils are confident, sensible and very good listeners.
Attendance	Satisfactory. Pupils arrive on time for the start of the school day.

TEACHING AND LEARNING

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

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

Teaching is good overall with good learning taking place in most subjects. Teachers plan well, they have clear aims to their lessons and they manage their pupils very well. In the nursery and reception classes, the planning adequately covers the main areas of learning and children get a good start to their education. Learning basic skills is a strong feature of all these classes for the younger children. In Years 1 and 2, the good teaching builds successfully on what has gone before. Pupils continue to learn the basic literacy and numeracy skills effectively, especially in reading where achievement is good. In number and in their understanding of shapes and measurement, pupils also achieve well due to good teaching. ICT skills are not taught as effectively, and in some subjects computers are rarely used to support and enhance learning. Pupils with special educational needs and English as an additional language learn effectively, make good progress towards their targets and contribute well in lessons. Higher attaining pupils, while making satisfactory progress in their learning, are not always challenged consistently and as often as they could be. They are capable of learning more than they do at present.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, and with very good breadth, balance and relevance in the nursery and reception classes. The curriculum meets statutory requirements in full. There is a good range of extra-curricular opportunities.
Provision for pupils with special educational needs	Good provision, planning and support enable these pupils to make good progress.
Provision for pupils with English as an additional language	Provision is good and the very few pupils in this category make good progress in all areas of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with particularly strong moral and social provision. The effective provision enhances learning by helping pupils to develop good social skills and form a strong moral code which includes respect, sharing and tolerance.
How well the school cares for its pupils	Very well. The steps taken to ensure pupils' care, welfare, protection, health and safety are effective throughout the school. There are good procedures for assessing how well pupils are progressing and for setting realistic targets for which to aim. There are effective procedures in place for assuring pupils are guided well and given adequate support in their learning.
How well the school works in partnership with parents	Very well. Parents are made very welcome in school, are consulted over major issues for development, and are encouraged to support their children's learning at home. Parents have a positive view of the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, deputy head and staff work together effectively, sharing a common aim of raising standards and improving provision throughout the school. As a result, standards are rising.
How well the governors fulfil their responsibilities	Very well. Governors have a very secure understanding of the strengths of the school, and where it needs to improve. They work closely and effectively with the senior staff. Statutory responsibilities are fulfilled.
The school's evaluation of its performance	Good. There is a new programme of regular monitoring and evaluation throughout the school, leading to a clearer identification of the areas for development. Spending decisions are taken wisely, and the school looks carefully at the impact of such spending on its performance and standards.
The strategic use of resources	Good overall. Staffing, accommodation and learning resources are adequate to deliver the curriculum. The school is awaiting the completion of a new computer suite and enhanced library. Use made of current resources is effective in raising standards in classrooms.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents were generally very pleased with all aspects of the school, and especially the new headteacher who had brought in a number of changes for the better. 	<ul style="list-style-type: none"> Some parents felt standards in the nursery could be higher. A few parents expressed concern at the recent changes in staffing, and wondered how this might affect progress, especially in Year 2.

Inspectors fully endorse the positive views of parents. Inspectors disagree with parents over standards in the nursery, which are found to be good and provision there to be very good. Inspectors found no evidence to support those parents who felt the recent staffing changes had adversely affected progress. Pupils are making good progress in all classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are broadly average throughout the school, but are showing signs of improvement.

Areas of strength include:

- Above average standards in reading, speaking and listening, mathematics, art and design and music;
- Improvements since the 2001 national tests and teacher assessments in science and mathematics;
- Significant improvements since the Year 2000 national tests and teacher assessments;
- Good achievement in the nursery and reception classes;
- Good achievement by pupils with special educational needs and English as an additional language.

Areas for development include:

- Raising the achievement of higher attaining pupils;
- Raising standards from the below average position in ICT
- Continuing to improve the standards of writing, including spelling and handwriting.

2. In the nursery and reception classes, pupils learn well and standards are average throughout. At this stage, the teachers and assistants are very skilled at leading the children towards better learning. They make a good start in the nursery with a wide range of learning opportunities and a strong focus on numeracy and literacy. In the reception classroom the children move naturally towards more formal learning and are co-operative and happy. Most children are likely to achieve the expected levels by the time they move into Year 1 and start the National Curriculum.

Standards for seven year olds:

SUBJECT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
English		♦	
Mathematics			♦
Science		♦	
Art and design			♦
Design and technology		♦	
Geography		♦	
History		♦	
ICT	♦		
Music			♦
Physical education		♦	
Religious education		♦	

Pupils' achievements:

Progress up to age seven:

SUBJECT	UNSATISFACTORY	SATISFACTORY	GOOD
English		♦	
Mathematics			♦
Science		♦	
Art and design			♦
Design and technology		♦	
Geography		♦	
History		♦	
ICT	♦		
Music			♦
Physical education		♦	
Religious education		♦	

3. Inspectors judged standards to be above average in reading, speaking and listening and in mathematics towards the end of Year 2. Standards in writing and in science were judged to be average. There have been some improvements since the 2001 national tests and teacher assessments. As a result, standards have risen in mathematics and in science.

4. Standards are above average in art and design and music. In all other subjects, standards are average except in ICT where they are below average. National test results are showing signs of improvement, and inspectors also noted that there were good levels of learning in classrooms throughout the school in almost all subjects. Standards have risen significantly since 2000, when results were falling and were below average overall.

5. Pupils generally achieve appropriately. Progress is good in reading. The majority of pupils enjoy books and read with fluency and ease. They explain aspects of the book they like and begin to predict what might happen next. Pupils also progress well in the skills of speaking and listening. When answering questions, they develop a good grasp of language and speak in complete sentences. As they move up through the school, their use of language improves well. They listen attentively and in some lessons, for example, in music, they begin to identify different instruments. Achievement is good in mathematics. Pupils are now progressing well in their problem solving activities. They are becoming more rapid in their mental calculations. They explain clearly how they reach their answers. Achievement is good in art and design and in music. Pupils paint very creatively and blend colours with good levels of skill. In music, singing is good with clear diction and phrasing. Achievement is satisfactory in all other subjects barring ICT. Here, pupils are not learning computing skills in classrooms often enough and in many subjects they have too few opportunities to practise what they have learnt. An exception to this is in mathematics, where computer programs are used effectively to consolidate learning.

6. Writing, including handwriting, is satisfactory overall. However, standards are not as high as in other areas of English. Inspectors noted that there were improvements taking place as the school has focused successfully on raising standards in this area.

7. Pupils with special educational needs and those with English as an additional language achieve well. Staff know the pupils well and provide sufficiently challenging work for them. They are effectively supported and progress towards their targets is good. Higher attaining pupils, however, are not achieving as well as they could. The national results show that pupils are generally below average in their Level 3 performance.

Pupils' attitudes, values and personal development

8. The pupils' very positive attitudes and values that were observed at the previous inspection have been maintained. This aspect continues to be a strength of the school.

Specific strengths of the pupils are:

- Very positive attitudes to school and learning;
- Very good behaviour;
- Very good relationships;
- Very good development of social skills.

9. The pupils enjoy school very much. This starts in the nursery and reception classes where children settle in well and quickly. They soon learn to co-operate and share and they develop good social skills. Behaviour is always very good. In the rest of the school, pupils have a positive view of Ashbrook, and they are proud to wear the uniform. In lessons, pupils settle down very quickly and are eager to learn. They are alert, listen attentively and love participating in lessons. They are particularly enthusiastic about reading. When given work to do they stick at it and generally work hard. They are keen to talk about what they have learnt and to show off their work, the presentation of which is generally neat and tidy.

10. Behaviour in the school is very good and similar to the previous inspection. The school's emphasis on encouraging a sense of responsibility and self-discipline works well, for instance pupils move around the school in an orderly fashion with the minimum of direct supervision. Pupils know the rules well and think they are fair. The collection of rewards for good behaviour is taken very seriously and pupils are proud when their name is entered in the 'Gold Book'. Lessons are orderly with an atmosphere that is conducive to learning. Behaviour in assemblies is very good with pupils showing a clear respect during prayers. Behaviour in the dining room is excellent. Noise levels are low and table manners are good. Dining is a very civilised, social and pleasant occasion. Playgrounds have a very friendly feel where pupils play well together and make very good use of all the games and equipment available. Pupils are not worried about bullying and they express confidence in the staff's ability to sort out any problems speedily. Racism is not an issue in the school. There have been no exclusions.

11. There is a strong family atmosphere in the school. Relationships between pupils themselves and with adults are very good. Pupils are very polite, friendly and chatty. They make visitors very welcome. Pupils make good use of the many opportunities to work in pairs or larger groups where they co-operate well and help each other's learning. By the time they reach Year 2, pupils are developing into confident, sensible and interesting individuals. The pupils' eagerness to learn and their very good behaviour are having a positive impact on learning and the success of the school.

12. Attendance is in line with the national average for primary schools and broadly similar to that at the time of the previous inspection. Pupils are punctual allowing lessons to start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Teaching is good overall with good learning taking place in most subjects. There is no unsatisfactory teaching in the school. Over two-thirds of teaching is good or better, with one in five lessons being identified and judged as very good. These are very similar judgements to the previous inspection report. Teaching and learning for pupils in the nursery and reception classes are good. The good teaching is responsible for the good learning taking place in classrooms throughout the school, and for much of the improvement taking place in individual subjects.

Strengths in teaching and learning include:

- Good learning of basic skills in numeracy and literacy throughout the school;
- Good planning which focuses well on what and how pupils will learn;
- Good knowledge and understanding of how pupils learn and how best to teach it;
- Very good management of pupils;
- Work well matched to meet the needs of lower and middle attaining pupils, including those with English as an additional language and those with special educational needs;
- Good use made of resources to enhance learning.

Areas for improvement include:

- Planning more challenging work for higher attaining pupils;
- Teaching and learning of skills in ICT;
- Marking of pupils' work.

14. The teaching of basic skills in number work, reading and writing are good features in classrooms. Mathematics and English are taught well throughout the school and standards are rising. By focusing on those areas where pupils have not been as successful as elsewhere within each subject, the school has begun to improve learning. This is occurring in writing in English lessons and across the curriculum. It also features strongly in the emphasis on learning more rapid calculations done mentally in mathematics, as well as solving problems. In the nursery and reception classes, the planning covers the main areas of learning well, and children get a good start to their education. Learning basic skills is a strong feature of all these classes for the younger children. Some, although not many, parents support their children's learning well by helping the staff in classrooms.

15. Teachers plan well, they have clear aims to their lessons and they manage their pupils very well. The planning makes it very clear what pupils will learn, when and how. All longer term planning is being revised at the moment, so that it reflects new ideas and initiatives. Lessons have clear aims which are shared with pupils at the start. As a result, pupils are fully aware of what they are learning and why. Clear targets in time are set. In Year 2 history for example, the teacher made it very clear how much time was to be spent on specific discussion and completion of worksheets, so that pupils worked to this end and no time was wasted.

16. Teachers use resources well. Worksheets are carefully prepared to give pupils opportunities of expressing their answers in sentences rather than in single words. Pupils use a wide range of counting aids in mathematics, as well as number squares. This helps them consolidate their learning of patterns and sequences. In creative arts, music is used to good effect, so pupils rapidly acquire a good sense of rhythm. Using multicultural music, pupils also begin to appreciate sounds and rhythms from a world-wide perspective, adding significantly to their learning. Teachers deploy their teaching assistants very well. They have specific roles in the classrooms and they carry out their tasks with sensitivity and understanding. This is the case in all lessons, including the nursery and reception classes. As a result of the work of the support assistants, pupils are better guided and smaller groups can learn more effectively, such as in English, mathematics and history. Parents come into lessons regularly and support teachers well, helping to raise standards for the groups with whom they work. Parents are given clear roles and carry out their duties effectively and

efficiently. This allows the teacher more time to work with specific pupils, whose learning is enhanced.

17. Teachers are beginning to plan work to meet the needs of all pupils, although there is still some way to go when setting work for higher attaining pupils. When work is clearly challenging their understanding, higher attainers are made to think and their progress improves. In some mathematics lessons, such as in Year 1, higher attaining pupils were given more difficult problems to solve and as a result, their thinking skills were challenged and they made better progress. Pupils with special educational needs and English as an additional language learn effectively, make good progress towards their targets and contribute well in lessons.

18. ICT skills are not taught as effectively, and in a number of subjects, such as science, geography and music computers are rarely used to support and enhance learning. Where teachers have a rota in place and put two pupils at a time on the computers, learning is better. It is especially effective in some mathematics lessons, where 'games' type programs help to consolidate learning effectively. Sometimes, too many pupils sit at too few computers, and learning is less effective.

19. Marking of work in most areas of the curriculum is unsatisfactory. There are many comments praising the quality of the work, which is good practice. However, pupils are rarely given guidance on how to improve their work and as a result, some mistakes are perpetuated. The exception to this is in science, where the work is marked appropriately.

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

20. The school provides an appropriate curriculum which is broad and balanced and meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. For children in the nursery and reception classes, all six areas of learning are incorporated successfully in the curriculum. This is an improvement since the previous inspection.

Strengths are:

- Providing a wide range of activities, giving good breadth and balance to the curriculum, and improving the personal development, moral and cultural understanding of pupils;
- A curriculum appropriate for pupils with special educational needs;
- Many opportunities to improve literacy and numeracy skills across the curriculum;
- A high quality curriculum for children in the nursery and reception classes.

The areas for improvement is:

- Increased learning opportunities matched more appropriately to the needs of higher attaining pupils.

21. The curriculum includes a good range of learning opportunities, which reinforce and broaden pupils' knowledge and skills. There are also several well-chosen and suitable additional activities for pupils to undertake after school and at lunch-time. Teachers plan lessons carefully to maximise learning through a variety of experiences. For example each year the school holds an 'Arts Week' when pupils explore and develop their knowledge around a chosen theme. A scrutiny of planning shows that this term they will join in theatre and puppet workshops, listen to African storytellers, and participate in Caribbean art and dance activities. Through the well-established planning cycle learning is successfully matched to the requirements and national guidelines for each National Curriculum subject, and locally agreed requirements for religious education, and good attention is given to equality and access for all pupils. The curriculum for pupils with special educational needs is

appropriately modified so that they, and pupils with English as an additional language, have full and equal access.

22. Various opportunities are created to strengthen literacy skills during lessons in many other subjects of the curriculum. For example, in a religious education lesson pupils improved their storytelling skills when they retold the story of Rama and Sita. In a food technology lesson, pupils became more proficient in their ability to order facts as they prepared a list of instructions to describe how to make a fruit salad. Similarly skills in numeracy are strengthened effectively by opportunities for counting and measuring in subjects such as design and technology, music and history.

23. The curriculum for children in the nursery and reception classes is very good. Staff plan very effectively so that children receive a very well balanced and relevant curriculum. All the areas of learning are covered effectively with good emphasis placed on developing early learning skills of independence, sharing, communication and number work.

24. Currently the curriculum is insufficiently rigorous to regularly extend the learning for higher attaining pupils. Although teachers use their long, medium and short term plans to develop pupils' learning of knowledge and skills in a systematic manner, their expectations of the higher attaining pupils are insufficient. There are few tasks to extend and challenge this group of pupils further. For example, in a science lesson in Year 2, all pupils spent considerable lesson time colouring worksheets and responding to a small range of questions. There were few opportunities for pupils to record their ideas independently or at any length. As a result, the rate of learning was diminished.

25. Overall provision for the spiritual, moral, social and cultural development of pupils is very good. The climate for learning within the school is greatly enhanced by this provision, which has improved since the previous inspection.

26. Provision for spiritual development is good. There are frequent opportunities for pupils to think and reflect on issues, arranged in a way that is appropriate to young children. For instance, pupils use sign language when saying the school prayer and in some singing in assemblies, and this awareness of others is reinforced by learning how deafness is no bar to developing a creative talent, by considering the example of Evelyn Glennie. The timeless qualities that make people saintly are discussed in a way that is understood by the pupils. This is achieved by comparing the actions of a person of today with those of a saint of the past. There is a strong emphasis on ensuring that pupils appreciate the wonder of life through living exhibits in their classrooms, such as seeds growing and the life cycle of a frog. Pupils are taught to recognise their own creativity and that of others in art and design, music and dance. In class discussions pupils are encouraged to express their ideas and views and to respect the views of others. Self-worth is encouraged at all times.

27. Provision for moral development is very good. There is a clear and well-written policy on the subject, covering areas such as personal responsibilities, and this policy is applied very well throughout the school. Staff, by providing very good guidance, ensure that pupils develop a positive understanding of society's accepted code of conduct. Respect and tolerance are taught well. Pupils are clear on the difference between right and wrong and many opportunities are given for pupils to show responsibility and self-discipline such as in their freedom to choose and use equipment in the playground.

28. Provision for social development is very good. Pupils are taught very effectively basic social skills. They know how to share, take turns, not shout out and listen to others. They are encouraged to work in collaboration with others and this often leads to good learning for instance when pairs of pupils of different abilities are working together on a computer.

Politeness and common courtesies are insisted on at all times. Dining is seen as an integral part of social development and the arrangements are excellent. The environment is homely, with all tables covered with cloths and flowers in the centre. Conversation is encouraged as all the tables are circular and small enough for pupils to be able talk easily to each other. The playgrounds are extremely well organised to encourage social interaction with a wide range of games and other activities available for pupils to play in pairs, groups or teams.

29. Provision for cultural development is good. Art and design and music are celebrated in assemblies, lessons and displays around the school. The annual 'Arts Week' is used well to develop pupils' interest in literacy, for instance, by the use of a visiting theatre group. Pupils' understanding of local culture is developed well in history and geography lessons. Other faiths, such as Judaism and Hinduism, are studied satisfactorily within religious education lessons. As a result, pupils' learning and appreciation of the lives, cultures and traditions of people around the world are enhanced, adequately preparing them for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school looks after its pupils very well. The effectiveness of the various procedures within this aspect is judged to be broadly similar to the previous inspection, apart from the use of assessment information, which was a key issue last time, and is now used effectively.

Particular strengths are:

- A friendly, safe and secure environment;
- Child protection and health and safety taken very seriously;
- The importance attached to good attendance;
- Good behaviour promoted effectively;
- Collecting and using information on pupils' attainment and progress.

31. The school is a friendly and caring community where pupils are well looked after and where the headteacher knows each pupil by name. Pupils are always treated with respect and any concerns they might have are listened to sympathetically by the staff. Supervision is good at all times. The school is a safe and secure environment.

32. There are very effective procedures for child protection. A new and well-written policy has recently been introduced. The person responsible has been well trained and all staff are regularly reminded of the school's procedures. Health and safety is taken very seriously. The member of staff responsible carries out her duties conscientiously, for instance by preparing risk assessments when necessary. All equipment is regularly checked for safety and the level of first aid cover is very good.

33. The school considers good attendance important and its procedures are having a positive effect on the attendance figures. Registers are well kept and good attendance is promoted through certificates for the pupils and regular reminders to parents. Poor attendance is commented on in a pupil's report ensuring that parents are aware of what the school thinks of their child's attendance. The school does not have a procedure for contacting all parents on the first day of an unexplained absence.

34. Procedures for promoting good behaviour are effective. High standards are expected and achieved without any regime of fear. A new policy has recently been introduced based on recognising good behaviour with rewards. This is applied consistently and is effective. Very good records are kept of any serious incident. The school does not tolerate bullying or racism, neither of which are a problem.

35. Assessment of pupils' attainment and progress is good. Detailed records are kept of pupils' attainment in the main subjects every half term and this information is starting to be well used to produce individual targets for pupils in literacy and numeracy. These targets are realistic. All pupils have a target card and this is taken home for parents to inspect once a week. Despite this good practice, however, there are sometimes too many targets on the card, and teachers' reviewing of progress is not consistent or frequent enough.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents consider this is a good school and they are very supportive. They are generally pleased with all aspects of its provision. Parents hold the headteacher in high regard and consider that the many changes she has introduced since she arrived have been for the better. The inspection team agrees with these positive views.

37. The inspectors judge the partnership between school and home to be very effective. It is having a positive impact on the children's learning and is a strength of the school. This represents an improvement since the previous inspection.

Strengths in the partnership are:

- The quality of information for parents;
- The involvement of parents in the life of the school.

38. The quality of information for parents is very good. The prospectus and the governors' annual report are both of very high quality, being easy to read and very informative. They both include far more useful information than is legally required. Very good quality leaflets are sent to parents on how to help with reading and spelling. Regular newsletters keep parents well informed on the life of the school. The school considers it important for parents to know what is being taught. Each classroom has a parents' notice board which contains detailed lesson plans for the week's literacy and numeracy lessons. Parents received a termly leaflet outlining what will be taught in the other subjects. All this curriculum information allows parents to be very well involved in their child's learning. Pupils' reports, which are liked by parents, are well laid-out, easy to read and contain a clear statement on progress. They include a useful section on how a parent can help their child, although this section may need re-thinking with the recent introduction of target cards.

39. The school works hard at involving parents and is very successful. Parents consider the school to be very approachable and this was apparent during the inspection, when before and after school many parents took the opportunity to discuss matters with teachers. Parents and teachers have an easy relationship with each other. A Parents and Friends' Association has recently been set up and this has already been very successful in arranging social events and fund-raising. Parents were consulted before the school drew up the current improvement plan. Parents are encouraged to help in the school and those that do are having a positive impact on the pupils' learning, particularly in developing their reading skills. Parents are invited to celebration assemblies and these are well attended. The recent introduction of mathematics games for parents and children is a very positive way of involving parents in a specific part of the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school is very well led and managed. This is an improvement since the previous inspection.

Strengths include:

- Clear direction for the work of the school;
- A strong commitment to raising achievements and standards, shared by all;
- Very good support and understanding from the governing body;

- Good levels of monitoring and evaluation of the teaching and the curriculum, including planning;
- Good use made of all resources, including the deployment of teaching assistants in all areas of the school.

The area for improvement is:

- Making better use of new technology.

41. The strengths in leadership and management are having a significant impact on raising standards throughout the school. Since the appointment of a new headteacher almost two years ago, the school has taken a new direction. There are now good quality monitoring procedures in place. These have identified less successful areas and appropriate action has been taken. New staff have been appointed and there has been a re-distribution of responsibilities throughout. Delegation and shared responsibility are very good. Co-ordinators all have opportunities to monitor the teaching in their subject areas; in some cases this has already happened, and it has led to action being taken over weaker areas. In mathematics, for example, more emphasis has been placed on mental and oral strategies and this is having a positive impact on better learning and rising standards. A similar situation exists in English, with a focus on writing, with inspectors noting improvements in that area. In other subject areas, there are plans for further monitoring over a three-term period. All staff have been given appropriate training in preparation for this. The co-ordinator for looking after the pupils with special educational needs is also included in this planning. Arrangements to replace the existing policy to bring it into line with new requirements are well under way.

42. The headteacher works closely with governors, parents and staff in producing very good improvement plans. Priorities are clear and there is a shared commitment to succeed. There is a full consultative programme in place which has resulted in greater ownership of the school's future and its development. The headteacher, deputy and staff share a clear vision for the future. The effectiveness of the governing body in fulfilling its statutory responsibilities is very good. Governors are fully aware of their role, supportive of the school and appropriately critical in a friendly yet professional way. The thrust of the school's improvement plan is to raise standards and improve pupils' achievements. All interim and consequent planning is based on this aim with full governor approval and backing.

43. The school has good financial plans. Resources are targeted into areas of most need and used effectively in classrooms. Although the school is lagging behind similar schools in the use of new technology, there are plans in hand for a new technology suite in the immediate future. Plans to extend the library so that pupils have a wider range of fiction and non-fiction books are also well under way.

44. There are an adequate number of teachers and support staff to teach the curriculum in the nursery and reception classes, and for teaching the National Curriculum. The accommodation is good and space is used well in many lessons to allow pupils to investigate, experiment or be creative, thereby enhancing learning. Classrooms are of a good size, displays are colourful and stimulating and the premises are clean and well looked after. Playgrounds are very good with secure fences and a wide range of markings. There is an extensive field shared with the adjacent junior school. Learning resources are generally satisfactory for the demands of the curriculum although it is hoped that these will be improved once the school has been rewired and the new computer suite and library are completed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further, the school should now:

- (1) Raise standards in ICT by:
 - Developing skills through increased timetable provision in Years 1 and 2;
 - Providing greater opportunities to use ICT in all subjects across the school.(Paragraphs: 1, 4, 13, 18, 43, 100, 102, 104, 105, 109, 113)

- (2) Ensure that teachers' expectations of the performance of higher attaining pupils are raised effectively by providing them with work that challenges their thinking and intellect.
(Paragraphs: 1, 7, 13, 17, 20, 69, 76, 83, 87)

- (3) Ensure that marking of pupils' work becomes an instrument for raising standards and achievements by:
 - Adopting a consistent approach to marking;
 - Making comments on work that show pupils the way to improve.(Paragraphs: 13, 19, 76, 80, 96)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	20	13	0	0	0
Percentage	0	21	48	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	20.5	140
Number of full-time pupils known to be eligible for free school meals	N/A	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.8

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	31	22	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	28	29
	Girls	20	21	22
	Total	49	49	51
Percentage of pupils at NC level 2 or above	School	92 (86)	92 (76)	96 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	26
	Girls	18	22	20
	Total	46	51	46
Percentage of pupils at NC level 2 or above	School	87 (86)	96 (88)	87 (94)
	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	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	88
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23
Average class size	27.6

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	111.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	371 738
Total expenditure	353 747
Expenditure per pupil	1 862
Balance brought forward from previous year	14 836
Balance carried forward to next year	32 827

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	181
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	5	0	0
My child is making good progress in school.	57	36	5	2	0
Behaviour in the school is good.	48	45	0	0	7
My child gets the right amount of work to do at home.	31	55	10	0	5
The teaching is good.	45	48	2	0	5
I am kept well informed about how my child is getting on.	31	57	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	5	0	0
The school expects my child to work hard and achieve his or her best.	57	33	10	0	0
The school works closely with parents.	48	43	7	2	0
The school is well led and managed.	48	43	10	0	0
The school is helping my child become mature and responsible.	43	50	5	0	2
The school provides an interesting range of activities outside lessons.	31	38	12	0	19

Other issues raised by parents

- A few parents expressed concern over the standards in the nursery, which they felt could be higher.
- A few parents expressed concern over the changes in staffing which they felt might affect progress adversely, especially in Year 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

45. The provision for children in the nursery and reception classes is very good.

Strengths include:

- Good teaching and learning of basic skills, with good resources;
- A very good, well-balanced curriculum with very good accommodation in the nursery;
- Effective leadership and management;
- Very good links and relationships with parents.

The area requiring some attention is:

- Better support for the pupils with special educational needs.

46. Children enter the nursery at three years old and attend either a morning or afternoon session until the beginning of the year in which they are five when they transfer into two reception classes. At the time of the inspection there were 91 children on roll in this part of the school, 41 children attending part time in the nursery and 50 attending full time in the two reception classes. The nursery is not full. Most children entering the nursery have had some playgroup or previous pre-school experience. The early assessment of the children involves both the parent and teacher and there is a more formal assessment at the beginning of the reception year. This shows the children's attainment to be broadly average. The progress of each child is carefully recorded throughout his or her time in the nursery and reception class. Good use is made of this information to help children improve their learning. All children make at least satisfactory progress with some achieving good progress.

47. Effective links have been established with the parents before the children enter the nursery. Parents have the opportunity to make several visits with their child. Together with the teacher, they make out a detailed booklet about the child, which is kept as a permanent record. The staff have attended several courses during the past year on the best provision for teaching children in their early years of education. Relationships with the parents are good. In the nursery once a week, parents have the opportunity to select a storybook to take home and read with their child. Record books entitled 'books I have enjoyed' are on a side table for parents to write in each week. This is a valuable link. Parents can bring their child into the main part of the nursery each day and at that time they can speak to the teacher and stay as long as they wish. One morning a mother stayed half an hour making jigsaws with her little girl. All children play with games and toys during this time so that they become relaxed and ready to tackle tasks later in the session. This is a very good ploy and the atmosphere becomes happy and relaxed, with most children open and responsive to suggestions.

48. Leadership and management of the nursery and reception children are very good. There is a shared commitment to ensuring good provision and high standards. At this stage in their education the teacher and nursery nurse do not coerce the children in any way and they are very skilled at leading the children towards learning. In the reception classroom the children move naturally towards more formal learning and are co-operative and happy. The system works well and all relationships are harmonious. Most children are likely to achieve the expected levels by the time they move into Year 1, with above average standards in literacy, personal and social skills, and in the creative and physical areas of learning.

49. The very good curriculum is planned jointly by all staff and covers all six required areas of learning. It is broad and balanced and there are valuable links between the identified areas of learning. Planning and assessment are good. As all staff, including the nursery

nurses and classroom assistants are experienced and skilled with this age of child and this is reflected in the planning which is full and interesting.

50. The accommodation for the nursery class is very good. The room is large and the toilets and outside garden and play area are accessible directly from it. It has its own kitchen. The outside play area is particularly good. It has a low fence along one side and the children talk to older pupils over it at some time each day. Parents and governors have worked very hard to remove a tree and bushes to provide a very attractive wood chip area with large stepping stones. A garden has been planted. The plants were ready for a volunteer helper to plant with the children later in the week. He is a valuable asset to the nursery as is the person who comes to cook with a group each week. The reception classes are sufficiently large and connected by a door that is kept open during the afternoon so that all children can work and play together. There is a separate very well equipped play area for reception children which is not directly accessible from the classroom but which the children have opportunity to play in each day.

51. Resources are good and meet the requirements of the planned curriculum. There are good story aids and computers that are often in use. The staffing is satisfactory with three teachers, two nursery nurses and a classroom assistant. There is no extra help for the small group of children with special educational needs in the nursery. Some volunteers support in the classrooms but very few parents help although they are encouraged to do so. Parents support in other ways, including raising money for equipment. The weekly school newsletter always contains information on the nursery.

52. The quality of teaching overall is good in both nursery and reception and there is some very good practice. All lessons are planned effectively and all staff make a valuable contribution. Children are very well managed and soon begin to acquire basic skills such as independence, improved speech and communication, and counting and sorting.

Personal and social development

53. Children's personal and social skills are likely to be above average by the time the children move into Year 1. In the nursery the children are encouraged to be independent and the staff help them to make sensible choices and keep busy. Most children are exceptionally well settled and responsive. They are open to suggestions from both staff members who know the children really well and are firm and kind. They move from classroom to outside play area with confidence. Nursery children have very little contact with the reception children, and they do not attend the whole school assemblies. However, visits to the reception classes are arranged in the term before they transfer.

54. Progress in the development of personal and social skills is good. In the reception class all children learn the class rules in regard to keeping the room tidy and clearing up after themselves. They try particularly hard to change their clothes for physical education and most are successful. They develop the skills of helping each other and rarely quarrel. One boy promoted general laughter in a group when he was trying to help another spell a simple word using nearly all the letters of the alphabet! He was not at all upset and joined in the laughter. The children's social skills are well developed although there are a few children who still play alone in the nursery. The majority play mostly with friends in small groups. In the reception classes they work in groups, with girls often acting as the role models, and play harmoniously together. They persevere until they have finished a task, are well mannered and ask questions politely. There is no evidence of quarrelling or selfishness.

Communication, language and literacy

55. There is a wide spread of attainment in language and literacy skills. Some children enter the nursery with speaking skills that are well below average. They make good progress and most of them express themselves clearly in sentences by the time they transfer into reception. Progress continues during the reception class and achievement is good by the end of the year.

56. The teachers develop speaking and listening skills well. The nursery staff give unstintingly of their time to talk to the children. One nursery child found a ladybird in the garden and the teacher exploited this opportunity to the full. A collection of puppet farm animals is well played with, the children copying each other to make the appropriate sound and name the animal. The week's main story had a repetitive element and was used with groups by the teacher in a play situation to reinforce the vocabulary in it. This particularly successful session was very much enjoyed by the children who placed toy animals in order in a boat and then tipped them into the 'water' represented by a blue cloth. Many children met words for the first time including 'trample' and 'calf.'

57. In their reception year, children interpret the teacher's directions in physical education lessons showing a good understanding and in all lessons they do not hesitate to ask questions if they do not understand the task given to them. All children listen well and this is helped by their very good co-operative behaviour. Overall the children are likely to achieve above the required level in speaking and listening skills by the end of the year, and a minority are likely to do this early.

58. Storytelling is an exciting time for the children in the nursery. They listen in small groups and they join in enthusiastically when the opportunity arises. One or two with special educational needs find it impossible to maintain their concentration for any length of time, but these are not allowed to disrupt other children. There is a good supply of books freely available to the children in the nursery. They are attractive, fairly well used by the children, and changed every fortnight. The children are encouraged to take a book home to read with their parents.

59. Some initial work on improving speech and pronunciation is undertaken in the nursery. This is built upon effectively and extended in the reception class where attainment in reading is above average for many children by the end of the year. All children are reading books from the school's main scheme and making good progress in it.

60. The nursery staff encourage the children to write by giving them white boards and felt pens to experiment with and praising any attempts they make. All kinds of writing are suggested including lists and letters. Some children are beginning to make marks and explain what they say. In the reception class, all of the children have started to write in books and a most are able to spell simple words, although letter formation is not always correct. Children are given opportunity also to write on the computer. This they enjoy very much and help each other in pairs. Overall, writing standards are above average and children are likely to reach expected levels when they start Year 1.

Mathematical development

61. Standards are broadly average with appropriate progress being made. In the nursery a lot of incidental teaching in mathematics takes place and activities are planned to reinforce the current learning plan. For example, when the children were learning about shapes circular pieces of paper are used in a craft activity. Children are encouraged to count the eggs when putting them into a nest, and the ducks sitting in the water tray. There is a table games session each day when groups of children play a game jointly chosen. There is a good supply of boxed games, all attractive, well looked-after and suitable for this age group. The teacher also makes some games. Children concentrate well during these sessions and show enjoyment. The understanding of positional language for example behind and above, has been identified through assessment to be a weakness so the staff are concentrating on this area of mathematics whatever the children are doing.

62. A whole class lesson in reception was based on pattern, starting with removing from a display every other number to ten. The children were then able to count in twos looking at the numbers left. Further stimulation was provided by pieces of wallpaper and materials with patterns on them. Most of the children identified the patterns but many had difficulty expressing what they had found. In the activity part of this lesson one pupil put together a quite complicated pattern on a computer using a small picture of trees. The parallel class started the lesson making patterns with shapes on the floor and then went on to work in groups in related activities. The activities were a challenge for the pupils who were very well behaved, tried hard and achieved well.

63. Most children are able to count to and from ten. Their number language and understanding is developing well, including the language of shape and position. As a result, by the time the children transfer into Year 1, their overall attainment is likely to be average.

Knowledge and understanding of the world

64. The pupils have a satisfactory knowledge and understanding of the world. Although the nursery children make few visits outside the school they are given opportunities to garden and cook and play in sand and water trays and a sand pit. The staff talk constantly with the children about their activities to extend their understanding and bring understanding about what they are learning. Children are given opportunities to explore with materials, including a thick mix of shaving foam in which they took great delight, covering their hands and pretending to be snowmen. Each day the staff set up a real life situation such as a train track or a pond. In the middle of each session a small quantity of food and drink is provided and this helps children learn the name and taste of, say fruit and mousse. The computer is in constant use and the programs support this area of the curriculum as well as helping the children's acquisition of mathematical and literacy skills.

65. The reception classes also give the children opportunities for practical experiences such as using the digital camera, a programmable robot, a graphics program as well as looking at technology in the environment. At the time of the inspection they were exploring the district in which they live, following an outside school walk around the village some two weeks previously. These were very good lessons in both classes. With the help of photos taken on the walk the children were able to remember the position of certain buildings relative to others. The teachers were constantly questioning about, for example, what is sold in particular shops, what happens in the building society and what we call houses standing on their own. A great deal of learning took place during this session and was reinforced later through play in a greengrocer's shop where children shopped from a list for fruit and vegetables and then went to the till where the articles were scanned. Other pupils made a 'Lego' street to represent Borrowwash. The development of language during these sessions

was very good and children reinforced their knowledge of colour and shape. With appropriate progress being made, children are likely to achieve expected levels by the end of the reception year.

Physical development

66. The school has very good outdoor facilities for developing the children physically. This enables them to achieve well and attain above average standards overall. The nursery and reception children have two play areas that are very well equipped with bikes and toys, and a pretend house. In the nursery these facilities are extended by rubber tyres and milk crates. On one occasion the children were working co-operatively to turn these into stepping-stones in an imitation of the professionally laid ones. The children walked along this quite extensive trail extending their arms to help them balance. In addition the reception pupils use the hall for physical education lessons each week. The children enjoy these lessons very much and work hard to extend their physical skills. The unfailingly very good behaviour of the children and management skills of the teachers make for successful lessons. Children find their own space in the hall and take care not to bump each other. Most pupils tackle well the tasks that are set. These are often challenging. For instance when asked to throw and catch a large ball some pupils, although trying hard, were unable to either aim accurately or catch the ball. They line up in an orderly fashion to return to their classrooms with very little prompting from the teacher. The children show confidence in all their movements.

67. Children handle pencils and crayons correctly and although many find it difficult to exert any pressure this skill is growing fast. They cut out reasonably accurately and use glue sticks. In the reception class children build bridges and towers and lay out circuits for trains and tracks for cars, and this is appropriate for their age. By the time they move into Year 1 children are likely to achieve an above average level in this area of the curriculum.

Creative development

68. Standards in creative development are above average. Achievement is good in most areas. Children play creatively and show good imagination. One child playing in a water tray was concerned because two little ducks were fighting. The children are given time to explore with a variety of materials and their representational paintings are good. The children are eager to talk about their achievements and show pleasure and pride. A large piece of plywood has been attached to a fence in the nursery playground and every day children paint this with water. This develops them physically and they use their imaginations when describing the colour. A result of their good behaviour is that teachers can give them opportunities to pretend and dramatise and this can be seen when they are unsupervised by an adult and adopt a role such as looking after the ducks and shopping for a family. Singing is part of the everyday routines. The nursery teacher uses well-known songs such as 'five little ducks went swimming one day' to help bring understanding to the current topic and also to link with number acquisition and develop language skills. Children in the reception classes attend the whole school assembly each day where they hear the older pupils singing tunefully and they soon join in. The children's creative development is likely to be above average when they move into Year 1.

ENGLISH

69. Standards in English overall are in line with nationally expected levels by the time pupils are seven years of age. Currently, in reading standards are above national averages, and above standards of pupils in similar schools, and in writing standards are in line with national averages and similar schools. Since the last inspection standards have improved in reading, but they have been maintained at the same levels in speaking and listening, and writing.

Strengths in the subject are:

- Good standards in speaking and listening and reading which are above nationally expected levels for pupils by the age of seven;
- Good use of literacy skills in other subjects of the curriculum.

Areas for improvement include:

- Raising standards in writing through the development of a more systematic approach to the teaching of spelling and handwriting, and by providing more opportunities for writing at greater length;
- Challenging higher attaining pupils more effectively.

70. All pupils make good progress in lessons in speaking and listening and in reading, and satisfactory progress in writing. Pupils with special educational needs and the small number of pupils with English as an additional language also make good progress in lessons. When pupils enter school they mostly have standards in line with expectations for their age, but school assessments shows that over time in Year 1 and Year 2 good progress is achieved in speaking and listening and in reading and satisfactory progress in writing. Overall, pupils' achievements are satisfactory.

71. Teaching and learning are satisfactory. The school has introduced many worthwhile initiatives to continually maintain and improve the quality of reading in school. The literacy strategy has been successfully embedded into the curriculum and the school has used its introduction as a valuable opportunity to review and improve book provision. There are many good quality reading books available in each classroom and in the library, which provide good opportunities to read plays, stories, poetry and information books. Plans are also in progress to increase library provision further to provide additional opportunities to improve pupils' library skills. By the age of seven most pupils have already achieved good library skills. They choose books sensibly and give good reasons for their choices as well as identifying a favourite author. They know about headings, sub-headings and captions in information books; they can name the author and illustrator of a storybook, or use an index, contents page, or glossary. They use appropriate technical vocabulary as they work. Teachers plan lessons together ensuring that the recommendations of the literacy strategy are in place and providing suitable activities for pupils of differing abilities. Reading is taught well in all classes. Each week all pupils join in shared reading times with their teacher, and also read regularly with other adults. Some pupils also read at home with parents and the school welcomes this parental contribution as a partnership to improve pupils' progress in reading. For those pupils who find reading more difficult additional teaching times are arranged to improve basic reading skills so that, for example, they become more confident when sounding out new words.

72. All pupils enjoy listening to stories. They listen intently and join enthusiastically in discussions. Most pupils have good speaking skills and a wide vocabulary for their age. Speaking and listening skills are taught well and are a planned part of the weekly curriculum. Pupils enjoy the opportunity to talk together, as in circle time, and they listen with interest to the contributions of other pupils and offer clearly explained suggestions of their own.

73. Teachers make good use of other subjects of the curriculum to provide opportunities for pupils to read and write with more confidence. In a link with history, for example, pupils in

Year 2 read information books about prehistoric animals. They then record new knowledge in bullet points. In ICT, pupils in Year 1 have written the story of Sleeping Beauty. In religious education they have listed their own feelings about Christmas. However in these lessons the objective of the learning is not usually literacy based, and teachers generally do not teach reading and writing skills at this time.

74. Writing is included as a weekly activity for pupils both in Year 1 and Year 2 and progress in this area of the curriculum is satisfactory. Teaching of writing skills is good but is a small part of the literacy curriculum. The school has recently introduced a new whole school approach to improve spelling as they recognise that this is an area of weakness in pupils' work. Few pupils are confident spellers, and most hesitate and seek adult help rather than using spelling rules to work out spellings for themselves. Handwriting is also an area of weakness, especially in Year 2, and as a result presentation of work is often untidy. By the age of seven higher attaining pupils, in line with nationally expected levels, write several sentences, punctuated with full stops and capital letters and with an accurate story sequence. Other pupils will also choose words skilfully for effect and know how to write in different forms for different audiences but they have difficulty arranging information in sequential order and some need teacher support to be successful. Because of other pressures in the literacy hour, opportunities to write are often of a short duration and as a result skills in writing are learnt slowly. There are too few opportunities for higher attaining pupils to undertake work which provides them with a greater challenge.

75. The school has introduced good procedures to assess standards and monitor pupils' rates of progress. Pupils are assessed regularly using school-based, commercial, and national tests. Teachers use this information effectively to identify weaknesses in the curriculum and compare rates of progress for pupils of differing abilities. Marking, however, is minimal in the way it points pupils in the direction of making further sustained improvements. Some observation of teaching and learning has taken place in the classroom, but, with some recent changes in teaching personnel, this monitoring has had little impact on raising standards currently.

MATHEMATICS

76. Standards in mathematics are above average overall. This is a similar judgement to the previous inspection.

Strengths in mathematics include:

- Good achievement by pupils;
- Good teaching and learning;
- Good, effective subject leadership;
- Very good mental and oral sessions, especially at the start of lessons.

Areas for improvement:

- Challenge higher attaining pupils more consistently;
- Ensure the marking of pupils' work gives clear guidance on how to improve.

77. Standards in mathematics have risen since the national tests last year when the overall pattern was one of average attainment. Much of this is due to good teaching of basic numeracy skills, and very good lively sessions of oral and mental work at the start of lessons.

78. Progress is good in all areas of mathematics and pupils achieve well. Teachers plan good quality sessions at the start of lessons. These grab pupils' attention immediately and they are very keen to answer and show off their knowledge. Sessions include knowledge and understanding of tables, how to add and subtract, as well as some good quality problems to solve. This latter area was the weakest aspect of mathematics in the national tests last year. Staff have focused well on providing pupils with good quality problems both mental and written, and this has resulted in better learning. Pupils can add on in relatively difficult numbers such as 29. Most get the answers correct and explain how they arrived at their answers appropriately. Pupils know their basic tables and recite these with the teacher to consolidate learning effectively in all lessons. These strategies are particularly valuable for lower attaining pupils, including those with special educational needs, as it helps them to remember number patterns effectively.

79. Teachers plan effectively and produce good lessons overall, with some very good features. Planning challenges the below average and average pupils well and sometimes, also, higher attaining pupils. However, occasionally, the work for these pupils is to do more of the same thing, rather than moving on to something more complex. When higher attaining pupils were asked to explain their answers using two strategies for arriving at the result, this made them think more deeply. It then advanced their learning well as they sought new methods of arriving at the correct answer. Learning is good in lessons overall. Activities planned by teachers are engaging and interesting. These include solving pounds and pence problems, counting backwards and placing objects into specific groups of ten, fifteen or twenty using ICT. Computers are used effectively to raise standards. Pupils have frequent access to a number of good quality learning activities. There are good, lively whole class sessions, investigative work and problem solving in smaller groups and opportunities to practise skills in mathematics on the computers. Pupils use these purposefully, and learning is consolidated well in this way. All areas of mathematics are covered well by the planning. Pupils learn the properties of shapes and can explain, for example, what is meant by reflective symmetry. This is good achievement for their age.

80. Teachers manage their pupils very well and this leads to better learning. Pupils are well organised with good levels of support from teaching assistants and parents. Pupils are eager and keen to succeed and enjoy the mental sessions, at the start or end of the lesson, as it gives them a good opportunity to show off their learning. Marking of pupils' work, however, is unsatisfactory. While there are plenty of ticks and praiseworthy comments, there is little guidance given on how to improve or correct mistakes. Behaviour is very good, and pupils are able to work independently and with confidence. If they get stuck, they ask for help. If they succeed, they are proud of their achievements.

81. The co-ordinator has worked hard to raise standards, and has been successful in this. Areas of relative weakness have been analysed and addressed. These include problem solving and the mental sessions. By focusing more on these hitherto weaker aspects, and by making lessons more challenging and enjoyable, pupils are enthusiastic and their learning is enhanced.

82. Numeracy is used well in other areas of the curriculum. For example, pupils count effectively when following rhythms in music and dance; they learn to measure accurately when designing in design and technology; they sequence events well in history. This good practice helps to reinforce learning effectively.

SCIENCE

83. Standards in science are average when pupils reach seven years old and this is a similar finding to the previous report.

The strengths of the subject are:

- Overall good teaching and learning;
- Good preparation and organisation of lessons;
- Effective links with other subject areas in particular design and technology;
- The very good attitudes and behaviour of the pupils.

The areas for improvement are:

- The full implementation of the newly amended curriculum with matching resources;
- Improving the challenges for higher attaining pupils.

84. Standards in science have risen since the teacher assessments last year and they are now broadly average. However, the number of pupils reaching the higher Level 3 in the assessments is not as good as the national picture. Achievement overall is therefore satisfactory.

85. Teaching and learning in science are good overall, with very good teaching in Year 1. Lessons are effectively planned and organised, with good supporting materials and linking activities. In one lesson pupils reinforced what they had learnt earlier in the lesson, which was naming the parts of a plant, by making flowers from paper, crayons and glue and then labelling their models. This is a valuable link with design and technology. Teachers control the pupils well and maintain a relaxed discipline in all classrooms.

86. There is appropriate reinforcement from ICT particularly in the use of the encyclopaedia and a classifying program, and the older pupils sometimes bring in information they have found on the Internet. The resources for science are listed but as yet they are not specifically linked to the curriculum. The school is aware of these weaknesses and is planning to overcome them. Facilities are good, but opportunities are lost. The nursery has a garden that is not planted by the older pupils although they have planted flower tubs. There is also a mature hedge on one side of the playing field and this is a very valuable asset. Pupils have found and identified mini-beasts in the school environs and teachers plan outside school visits each year. Year 1 pupils have visited a reservoir with bird hides and Year 2 pupils go to the seaside where they visit a museum and catch crabs. Year 1 plan to visit a redeveloped mine site this year to study the environment and conservation. These visits enhance learning effectively through pupils gaining knowledge first-hand. Teachers assess the pupils' work at the end of each unit and use this information to enable pupils to make progress in their next section of work.

87. The pupils, including those with special educational needs, make satisfactory progress throughout the school. However, there is insufficient challenge for higher attaining pupils. The school is hoping to address this when the amended curriculum comes into place in September. The science co-ordinator has identified weaknesses in the curriculum and its delivery, particularly with regard to pupils undertaking their own investigations and learning about light, electricity and forces. She has amended the curriculum and intends to monitor it carefully.

88. The pupils enjoy science lessons especially when they are actively involved. They talk enthusiastically about designing and making packets and cooking biscuits to go in them. This is another instance of combining design technology with science. They are very clear about the life cycle of butterflies and are watching carefully the development of a caterpillar collection in the school hall and tadpoles in their classrooms. Pupils behave very well in class; they listen well, answer sensibly and follow instructions carefully. They co-operate with each other very well and this enhances their learning as they bounce ideas off each other.

ART AND DESIGN

89. Standards are above average throughout the school, and pupils make good progress in lessons and achieve well over time. Standards have been maintained since the last inspection.

Strengths are:

- Good achievement through a good curriculum;
- Good quality teaching in which art and design are effectively linked to other curriculum subjects;
- The provision for the personal, spiritual, and cultural development of pupils is enhanced.

The main area for improvement is:

- To provide increased opportunities to further study and develop an appreciation of the work of famous artists.

90. Achievement is good. In the curriculum pupils are introduced to a well-structured programme of experiences to develop their understanding and skill in using a variety of art techniques. Equal amounts of time are provided in the curriculum for focused teaching of new skills by the teachers through a variety of topics as well as good opportunities for pupils to develop their own imaginative skills in composition. Through a variety of topics pupils learn colour mixing and improve their ability to mix shades of colour. They begin to appreciate pattern, texture and line as for example in some good work in Year 1 where they made rubbings using wax crayons, studied regular and unusual patterns on shells and bark using magnifying glasses, or created repeat patterns using computer graphics or pegboards. In planning lessons the teachers give good attention to the introduction of different media to develop lesson themes. With paint, crayons, pencils, and coloured papers pupils make pictures jointly with friends or working individually. They work in clay, papier-mâché, and with junk materials to make three-dimensional models or puppets, or choose from a collection of feathers, sequins, straws, wood, wool and paper to make two-dimensional interpretations of their world. Both in Year 1 and Year 2, pupils learn how to use tools effectively and are encouraged to use materials creatively. By the age of seven pupils have a good understanding for their age of printing, observational drawing and painting, paper sculpture and using malleable materials to make models.

91. Teaching and learning are good. In all classes, through skilful teaching, art and design is used as a good means for pupils to improve their personal development as they create their own imaginative ideas and describe them to others. For example following some good work in music when pupils listened to the 'The Flight of the Bumble Bee' by Rimsky Korsakov, they created their own pictures to describe their ideas of the musical theme. There were good examples of 'a mouse running away from a cat' or 'bees in the rain.' This lesson skilfully extended cultural knowledge of pupils about the musical composer, and provided them with opportunities to appraise and describe their own interpretation of its theme. Through high quality teaching practical opportunities were then provided to increase pupils' understanding of a good layout for their pictures to create the best effect and provide further opportunities for pupils to consider ideas of appropriate proportions in their drawings. Also there are a small number of opportunities for pupils to use computer programs to create images of their own. For example pupils in Year 1 made pictures of characters from

traditional tales. As they worked they increased their understanding of graphic design and improved their ability to record in accurate detail characteristics of story characters as they worked. Pupils enjoy art and design and are enthusiastic about their learning in this subject. Those pupils with special educational needs and also the small number of pupils with English as an additional language make good progress in art and design.

92. All pupils have some opportunities to learn about famous artists. They have copied the techniques of Van Gogh, Georges Seurat, and Paul Signac. They have looked for the similarities in the pictures of Mondrian. In conjunction with work in geography they have copied Aboriginal art and drawn tropical fruit grown in St Lucia. However currently there are only limited opportunities for pupils to increase their appreciation of the work of various famous artists as the school has only a small numbers of books and posters available for personal study. The subject manager is aware of the need to extend book provision and an action plan is in place to extend resources as the library develops.

DESIGN AND TECHNOLOGY

93. Standards are in line with nationally expected levels for pupils at the age of seven and progress of pupils over time is satisfactory. Since the last inspection standards have been maintained. Pupils with special educational needs and those learning English as an additional language also make satisfactory progress in line with their individual educational targets.

Strengths in the subject are:

- A well-balanced curriculum;
- The good leadership and management of the subject.

The main area for improvement is:

- Development of recording skills for the 'design, plan, make and evaluate' process.

94. Pupils' achievements are satisfactory. Throughout Year 1 and Year 2 pupils are introduced to a good range of experiences in 4 units of work covering structures, mechanisms, food and textiles. Each unit is revisited annually to ensure that knowledge and skills are developed systematically. Whenever possible, activities are matched to other areas of learning but good attention is also given to teaching each element of the programme independently. In Year 1, for example, the pupils have recently made structures using straws and tested their constructions for strength, comparing with other playground models made using construction kits. Good progress was made in learning how to make joints and add additional straws to give strength to the models. This work has been effectively linked to the story of the 'Three Little Pigs' when pupils recorded their observations about the strength of the pigs' houses made from straw, wood, and bricks. In Year 2, work has been successfully linked to other subjects, as in religious education, when pupils made figures with moveable joints to tell the story of Rama and Sita. An adequate amount of recording of activities has taken place. Most pupils by the age of seven have satisfactory understanding of the process undertaken to construct, build and review their model making activities. Use of technical vocabulary related to this work is satisfactory. Pupils both in Year 1 and Year 2 use tools sensibly and take good care to ensure that safety is achieved. Although pupils make good progress in topics and individual lessons, their achievement over time is satisfactory. This is because there is insufficient teaching time allocated to this subject due to the pressure from other curriculum areas. No teaching was seen during the inspection.

95. The subject is managed efficiently by an enthusiastic co-ordinator, who has a good understanding of the strengths and weaknesses of this subject. The policy and scheme of work have been reviewed and good attention has been given to the requirements of the National Curriculum and the recommendations of the national guidelines for the subject. The co-ordinator monitors the effectiveness of each unit of work through a scrutiny of planning and a review of pupils' work. Good support is given to teachers so that consumable resources are provided when necessary and advice is available as needed. As a result teaching in many lessons is good. The co-ordinator recognises the need to develop a whole school approach to pupils' recording of the sequence of activities, and is seeking to address the issue.

GEOGRAPHY AND HISTORY

96. Standards are average throughout the school. This is a similar finding to the previous inspection.

Strengths include:

- Good focus on developing mapwork skills in geography;
- Positive attitudes and behaviour in history lessons, with good levels of collaborative work.

Areas for improvement include:

- The marking of pupils' work to help raise standards.

97. Work in geography books shows a good focus on mapwork skills. Pupils become familiar with pictorial signs initially, and then move on to symbols, similar to those used by major map-makers. Pupils understand appropriately how to use and read a map. They are familiar with maps of different shapes and sizes; for example, they know how to locate countries on a world map, and they know that a street map shows the local area. The development of these skills, and knowledge of other places such as St. Lucia, are satisfactory over the two years up to age seven. Achievements by pupils are therefore satisfactory.

98. No lessons were observed in geography due to timetable arrangements, and very few were seen in history. As a result, no judgement can be made about teaching in geography. In history, teaching and learning are satisfactory and pupils' achievements are satisfactory overall. Pupils are well behaved and attentive, and this aids their learning as they listen well. What works particularly well is when teachers use a wide range of methods to sustain pupils' interest and attention. For example, in a Year 1 and 2 lesson on the life of Florence Nightingale, the teacher began by showing a large picture of the lady with the lamp, followed by her story from a big book. Pupils were interested and enthralled from the start. This was followed by a short video on the changes in nursing inspired by her, with subsequent tasks on a worksheet. Pupils concentrated well; they listened and watched attentively; and then they set to work enthusiastically, discussing the issues in a positive and business-like manner. No time was wasted and the learning was good. When work is not always matched to what pupils need in order to learn effectively, the pace slows as pupils are unsure of what to do next.

99. Work in books in both subjects is appropriate. Marking, however, is restricted to a few general praiseworthy comments and ticks. As a result, marking is not being used to best advantage in helping to raise standards further. In history, some use is made of ICT for research prior to visits to places of interest. There is similar research on the Internet to study St. Lucia in geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards in ICT are below expected levels for pupils at the age of seven. Since the last inspection standards have not improved overall and there has been slow progress in addressing the key issues of the previous inspection report.

Strengths in the subject are:

- The provision of resources;
- Teachers have sufficient specialist knowledge to deliver the National Curriculum in ICT.

Areas for improvement are:

- Raising standards in all elements of the ICT curriculum;
- Monitoring of teaching and learning.

101. There are some good recent improvements in provision including training for teachers, and the development of an agreed action plan to develop an ICT suite in the near future. This has not yet had an impact on raising standards. Pupils are introduced to the curriculum through a weekly demonstration of skills by the teacher. They undertake some practical application by working together on machines in small groups. Teaching and learning are satisfactory. All teachers have undertaken specialist training and have sufficient confidence to explain each activity, giving good instructions about the steps needed to complete a task. Most pupils by the age of seven can write a simple sentence using appropriate word process skills to add capital letters, full stops and word spaces in their work and they can correct spellings by using the delete key. Many pupils are unfamiliar with the keyboard and progress is slow, but they have a satisfactory knowledge of how to create a text using a word processing package.

102. Achievement in ICT is unsatisfactory. A small number of less confident pupils in Year 2 are hesitant when using the mouse and keyboard and they access the keys and icons with difficulty. The pupils in Year 2 are beginning to understand that computers have other uses, such as in the collection of data, and during the inspection they showed amazement and surprise when the computer appeared to 'guess' accurately the answer to the question 'which is the mini-beast with 100 legs?' In Year 1 pupils are more confident with machines but they have insufficient opportunity to improve their skills. These pupils create patterns using squares, rectangles, and triangles. With good effort they are managing to change the size and colour of their shapes, while the pupils with the best skills are successfully improving their ability to 'drag' a rectangle or triangle across the screen. ICT activities are used well in mathematics to enhance learning. There are good displays of reflective symmetry in the dining room.

103. The school has undertaken a useful review of software and purchased sufficient programs to support teaching in all aspects of the ICT curriculum for pupils up to the age of seven. Good attention has been given to the needs of pupils of differing abilities, as, for example in the purchase of 'Talking Texts,' so that pupils who are experiencing difficulties in reading can still access their learning by supported reading of the non-fiction text. The scheme of work effectively links activities to various subjects of the curriculum and is helping to improve standards in these areas. For example, an encyclopaedia program about dinosaurs is helping with the study of prehistoric Britain, and a data-handling program is helping pupils to develop their knowledge of the features of various mini-beasts. There are good displays of pupils' work throughout the school, showing the use of ICT in areas such as art and design and in science.

104. Monitoring of teaching and learning is inconsistent across the school. Currently teachers keep unsatisfactory records of the access which pupils have to machines. Across the school, these records are inconsistently maintained. A whole school assessment system is to be introduced shortly so that the subject co-ordinator can track pupil progress. Records show that in this school year there are some Year 2 pupils who have had no practical access to computers. As a result progress over time is unsatisfactory.

MUSIC

105. Standards in music are above average throughout the school, and this is a significant improvement since the previous inspection.

Strengths include:

- Good quality teaching and learning, making good use of resources;
- Good development of musical skills and knowledge, especially the quality of singing.

The area for improvement:

- Involve pupils more in using ICT.

106. The above average standards in music are the result of good teaching and learning. Lessons in creative arts include music and movement and focus well on pupils acquiring a good sense of rhythm and understanding of tempo and beat. By rehearsing movement to a good range of multicultural and European instruments, pupils begin to recognise syncopated rhythms and they appreciate the origins of different forms of music. In assemblies, pupils are introduced to great musicians and performers, such as Ravel and Evelyn Glennie. Pupils learn the sounds of the different instruments of the orchestra and their names. Pupils clap in rhythm to music with increasing accuracy; in dance, they follow the pattern of the rhythm very well and are very creative.

107. Displays of instruments and other aspects of music are used well by staff to enhance learning. Pupils know which instruments make what sounds and can point them out in the display or on the chart when asked. Combining dance and music is successful in allowing pupils to explore their creativity. Pupils enjoy going on a musical journey as they listen to a tape. They use their bodies well to create images and syncopated steps in time to the music, or to capture its mood. Achievement is good.

108. Pupils sing well and achieve standards above average for their age. Their voices are clear and appropriately resonant. Their diction is good. They have a good understanding of dynamics, and they sing loudly and softly in appropriate places in the songs they learn. Pupils also pay good attention to timing, entering and finishing lines of their hymns precisely. The overall effect is good and pleasant on the ear. While technology in the form of compact disc players is used to good effect, no other form of ICT has been introduced. As a result, pupils' performances are not captured on video or used for improving the quality of the singing or dancing.

PHYSICAL EDUCATION

109. Standards in physical education are average across the school and this is a similar finding to that of the previous inspection.

The main strengths of the subject are:

- The good teaching in most lessons;
- The very good personal relationships and behaviour of the pupils;
- The use of a large hall twice a week.

The main areas for development are:

- Including in all lessons some comments on the effect of exercise on the pupils' bodies and the reinforcement of safety measures;

- Making more use of ICT for pupils to record and develop sequences in their movement.

110. Teaching and learning skills are generally good. Teachers plan their lessons carefully, they are properly structured to ensure progress in skills development, and their organisation of the pupils is good. They make links with previous lessons but do not always share with the pupils what they will learn in the current lesson. When targets are set at the beginning of the lesson, pupils concentrate on them and make better progress. Management of the pupils is good and the lessons move at a good pace. In most lessons the teachers use pupils well to demonstrate good practice so that others may learn from watching others. There are effective links with music, particularly in creative arts lessons. The older pupils are developing graceful movement and a good sense of rhythm. Good use is made of classroom assistants who help pupils change their clothes, set out equipment and help control the pupils. Teachers know their pupils well and encourage them to work to the best of their ability. However, ICT is not used in lessons to record performance or to show pupils how they might improve their skills.

111. Pupils' achievements are satisfactory. This can be seen in lessons where the older pupils have better control of their bodies and there is an improvement in ball skills. In lessons, boys and girls make equal effort and pupils with special educational needs are integrated well. The facilities for games and all other physical education lessons are very good. The hall is large and there is access, by agreement with the junior school, to a large field. There are two adequately sized playgrounds but as yet no safe soft play areas. These good facilities provide ample opportunities for developing a wide range of skills successfully throughout the year.

112. Pupils really enjoy their physical education lessons. They behave well, use to the full their good listening skills and try very hard. They are trained from an early age to take out, set up and put away equipment and they do this quickly and adeptly. Pupils attend a mixed football club that is run by a local coach after school and a games club for Year 1 pupils. These provide a good opportunity for extending learning after lessons.

RELIGIOUS EDUCATION

113. Standards in religious education are currently average, but not as high as when the school had its previous inspection.

The strengths are:

- The very good contribution it makes to pupils' moral development;
- The very good attitudes and behaviour of the pupils;
- The good links with subjects such as art and design and drama and with a local church.

Areas for improvement are:

- The introduction of an updated curriculum;
- Improving resources and use of ICT.

114. The quality of teaching and learning is good. Teaching varies from satisfactory to very good. Teachers plan their lessons appropriately and some are very interesting for pupils. In one very good lesson the pupils listened to the story of the creation and then acted it out. The teacher set the scene with large pieces of material, one depicting the sky at night, a blue piece for the sea and one representing land. A book on the creation was read with all the pupils listening and watching intently. Then pupils volunteered to act the various parts. The children showed great enjoyment and a full understanding of the story. They acted out their parts well and could name what they were representing. All pupils became involved and learning was greatly enhanced. The inclusion of drama in religious education lessons is a good feature of the school as is the Christmas production in a local church. All the pupils take part in this and the church is full to overflowing with parents and other members of the local

community. Teachers question well in lessons to encourage the pupils to think and listen and to ensure they have a full understanding of what is being taught. Teachers make good links with other subject areas such as science and art and design when talking about the concept of creation. A few opportunities are lost when teachers do not answer pupils' questions fully and language is not extended sufficiently. As a result, overall achievement is satisfactory.

115. Pupils' behaviour and attitudes to the subject are very good. They like religious education especially the stories and a visit they make to a local church to study the artefacts and structure of the building. Teachers do not use the computers in religious education lessons and little use is made of videos as an aid to enhancing learning. The co-ordinator is hoping to update the curriculum soon so that she can overhaul the resources and link them to the curriculum. Meanwhile the school follows the old and dated syllabus.