

INSPECTION REPORT

**NORMANTON ALL SAINTS CE (A) INFANT
SCHOOL**

Normanton

LEA area: Wakefield

Unique reference number: 108259

Headteacher: Mrs Barbara Cunningham

Reporting inspector: Mr G.W. Cooper
23647

Dates of inspection: 11th – 14th March 2002

Inspection number: 244350

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: Voluntary Aided

Age range of pupils: 3 to 7 years

Gender of pupils: Mixed

School address: High Street,
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Wakefield,
West Yorkshire

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Telephone number: 01924 302 540

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D. Sanderson

Date of previous inspection: 6th – 9th October, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr G.W. Cooper	Registered inspector	Science, information and communication technology, physical education	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
14404	Mr A. Rolfe	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
17681	Mr R. Sharples	Team inspector	Special educational needs, Mathematics, art and design, design and technology	How good are the curricular and other opportunities offered to pupils?
11419	Mrs P.J. Underwood	Team inspector	Children in the Foundation Stage Music	
4303	Mr S. Reynolds	Team inspector	English, English as an additional language, geography, history	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Infant School caters for 266 boys and girls aged three to seven. The vast majority of pupils come from a white United Kingdom heritage. Nine pupils come from a number of other ethnic heritages. Two pupils are identified as learning English as an additional language but are not at an early stage of language acquisition. The number of pupils identified as having special educational needs is about average for schools of this type. Of these pupils, two have a statement of educational needs. When they enter full time education, assessment of pupils' knowledge, skills and understanding indicates attainment that is typical of pupils of similar age. Thirty-six pupils are entitled to a free school meal, about average for schools of this type. Since the previous inspection the school has changed in nature, from a first school with eight year olds to an infant and nursery school with pupils up to the age of seven. The school has a Church of England Voluntary Aided foundation and maintains a close association with its neighbouring mother church.

HOW GOOD THE SCHOOL IS

All Saints is an effective and rapidly improving school. Standards are broadly in line with or very close to the national average. Teaching is good throughout the school. Leadership and management are very good. Given available finance, standards and the provision made, the school gives good value for money.

What the school does well

- The headteacher provides very clear leadership and management.
- Within good teaching in the school overall, teaching in Year 1 is particularly strong.
- Pupils' attitudes to school and their behaviour are very good.
- The school's provision for personal, social and health education is very good, as is the provision for the spiritual development of pupils.
- Very good assessment in English and mathematics promotes good progress.
- Within the partnership with parents, the link between home and school has a strong impact on learning.
- Adults working in the school are very committed to improvement and this fuels the rapid progress being made.

What could be improved

- Results in writing when pupils are seven.
- The low attendance of a minority of pupils
- The continuity between Nursery and Reception classes and the support given to those working in the Nursery.
- The further development of policies, schemes of work and assessment in non-core subjects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in October 1997. Since then it has made good improvement in response to the key issues of the previous inspection. Changes have been implemented in English lessons, planning has been reviewed in the Foundation Stage, an overall curriculum plan has been implemented, teaching and learning have been reviewed, provision for special educational needs has been improved, performance management arrangements have been implemented and better use is made of resources, including those for information and communication technology (ICT). During this time, standards have been improved. The quality of teaching and learning has been improved considerably. Provision for spiritual development is improved. Leadership and management have improved since the arrival of the current headteacher.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	D	E	C	C
Writing	B	C	C	C
Mathematics	D	E	B	B

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

The table shows results for seven year olds that vary from year to year. There is a five-year trend of overall improvement, strongest in mathematics but present also in reading and writing. The most rapid improvement is in reading between 2000 and 2001. Compared with schools in a similar social and economic setting, standards in reading and writing are broadly average while standards in mathematics are above average. Although teacher assessment in science indicates performance below average, results have improved a great deal between 2000 and 2001. There is a school trend of the better performance of boys compared with the performance of girls. Over time, this is most pronounced in mathematics. The school has identified the trend. Action is taken by the school in its improvement plan and is evaluated carefully. The school does not need to set statutory targets for pupil performance but it does so as a matter of good practice. Targets are deeply rooted in prior attainment and are challenging. Pupils usually achieve their targets. They are on track to match the targets set for them when they are seven years old.

In the work seen during the inspection, attainment matches the standard expected when pupils are seven in speaking and listening, reading, mathematics, science, design and technology, ICT, music and physical education. Standards in art and design are above those expected for seven year olds. Attainment in writing is below the standard expected. Given prior attainment, pupils make satisfactory progress overall and their achievement is satisfactory. Pupils enter full time school with skills, knowledge and understanding assessed as broadly typical for their age. In the Foundation Stage (Nursery and Reception classes) they make progress that is at least satisfactory. They are on course to achieve most Early

Learning Goals for their age. They are on course to exceed expected goals in physical development. Good provision throughout the school for pupils with special educational needs ensures that they make good progress in the acquisition of basic skills. The use of language other than that spoken in the home is not a barrier to the learning of a small number of pupils learning English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about their school life. There have been no exclusions from the school recently.
Behaviour, in and out of classrooms	Very good. Calm and sensible behaviour is a characteristic of pupils both at work and at play.
Personal development and relationships	Good. Pupils relate well to each other. They are confident in their relationships with adults.
Attendance	Unsatisfactory. A minority of pupils have frequent absences.

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.

All lessons were judged to be satisfactory or better and there are no significant weaknesses in teaching. This is a marked improvement since the previous inspection. 29 percent of lessons were judged to be very good. This quality of teaching included the work of a newly qualified teacher and that of two teachers in training. The particular strengths of teaching in all year groups lie in the management of pupils and the way in which resources and support staff are used. Particularly in Years 1 and 2, this prepares pupils for the intense effort they need to make in lessons. Some very good lessons were seen in the Foundation Stage and in Years 1 and 2. The strongest teaching was seen in Year 1. English and mathematics are both taught well. This is in part because of the sure-footed approach the school has taken in implementing the national strategies for teaching literacy and numeracy. Because they are taught well, pupils make good progress in the acquisition of literacy and numeracy skills. Teachers prepare tasks that are well designed to cater for the needs of different group of pupils. Higher attaining pupils make the progress expected of them as a result. Pupils with special educational needs have very clear and achievable targets. Because these targets are well used in lessons, pupils make good progress. Pupils with English as an additional language learn at a rate similar to other pupils in the school. While there are differences in the test results of boys and girls, these differences are not identifiable in the work seen during inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school fully meets its legal obligations in what is taught.
Provision for pupils with special educational needs	Good overall. Management of systems for special educational needs is efficient and individual plans for learning are well thought out.
Provision for pupils with English as an additional language	Good overall. There are no pupils at an early stage of English language acquisition. The small number for whom English is not the language of the home make good progress in their school tasks.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Provision for spiritual development is strong throughout the curriculum. Provision for moral and social development makes a positive contribution to the calm working atmosphere that pervades the school.
How well the school cares for its pupils	Good. This is a school that knows and cares well for its pupils. Assessment and the use of assessment are very good in English and mathematics.
Partnership with parents	Parents think well of the school. They are right to have confidence in it. Parents play a strong part in children's learning at home and at 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 knows precisely what needs to be done next and is well supported by the senior management team in ensuring that goals are met.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very committed to the school and get good information about its work. Few are frequent visitors to the school.
The school's evaluation of its performance	Very good. Crisp evaluation of performance has led to the establishment of clear priorities for improvement.
The strategic use of resources	Good. The school makes efficient and effective use of finance and all available resources.
Staffing accommodation and learning resources	Satisfactory. Sufficient teachers and learning support assistants are well deployed. The accommodation has some disadvantages but is well used in practice. Learning resources have been improved since the previous inspection and they are well used.
Application of the principles of best value	Good. The school knows how it compares, competes, consults and challenges in everything it does.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Leadership and management and teaching are good. • Behaviour is good and children are encouraged to become mature and responsible. • The school has high expectations. • They feel confident approaching the school with difficulties or concerns. 	<ul style="list-style-type: none"> • The way homework is given. • The home/school working relationship and the information they receive about their children. • The range of activities provided out of school hours.

The inspection team agrees wholeheartedly with the positive views of parents. They have a good understanding of the school's strengths and are right to be confident about the school. At present there are no activities provided by the school out of school hours. This is not unusual given the age of pupils and the type of school. The school does enrich the curriculum through visits out of school and the inspection team judges that this is sufficient and

appropriate to the needs of pupils. Homework is given to pupils on a regular basis, some of which is reading and some of which is 'finding out' and not necessarily written down. The home school reading partnership is strong and greatly appreciated by teachers. The inspection team judge the provision of homework to be sufficient. The inspection team believes that the home/school working relationship is good. All the usual formal and informal consultation opportunities are given to parents. The information required by law is readily available.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 National Curriculum test results for seven year olds in 2001 show standards which broadly match the national average for reading and writing but which are above average for mathematics. When these results are compared with schools in a similar social and economic setting, reading and writing are average and mathematics above average. There is a five-year trend of rising results, fastest in mathematics and slowest in reading. A two-year decline from 1998 to 2000 has been arrested. Analysis of results has led to the targeting of areas to be improved. Results show a great improvement since the appointment of a new headteacher. Improving standards are the result of a better quality of teaching. Results in the year 2001 show an improvement in all areas tested compared with the 2000 results. This includes the results of teacher assessment in science. Attainment in science has been an area of concern for the school. Although overall attainment was still below average, the proportion of pupils gaining the expected level for their age rose from 69 percent in 2000 to 89 percent in 2001. However, as is the case in reading and writing but not in mathematics, in science insufficient pupils gain the higher level possible to raise the school's performance to above average. At the same time, slightly fewer pupils than in most schools did not achieve the expected level, and performed below expectation for their age. This suggests that higher attaining pupils are not yet challenged sufficiently and that lower attaining pupils get good support in their learning. There is a school trend of difference in the results of boys and girls. Boys do better than girls. This is against the national trend of gender difference. The school trend is consistent across subjects and is most marked in mathematics. The school is aware of the trend, has strategies to address it in its improvement plan and monitors the trend carefully. The school does not need to set targets for attainment but it does so. The prior attainment of pupils is carefully tracked and challenging targets set from this tracking. Pupils generally achieve their targets. The current group of seven year olds are on course to reach their targets.

2 Children enter the Nursery with a wide range of skills, knowledge and understanding. They enjoy the activities planned for them and make satisfactory learning gains that match their prior attainment. Reception class assessment of their learning shows an overall level of attainment that is broadly average. By the time they are ready to start full time school and National Curriculum programmes of study, they are on target to achieve the Early Learning Goals identified nationally for children of their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. In physical development they are on target to exceed the learning goals.

3 There are some differences between the 2001 National Curriculum test results and the work seen. Most significantly, standards for the current seven year olds have been affected by difficulties in staffing in their prior years in school and the assessment of prior attainment indicates a group of pupils who do not perform to the same high standard of the 2001 year group. In the work seen during the inspection, seven year olds achieve standards that match the expected standard in speaking and listening, reading, mathematics, design

and technology, ICT, music and physical education. Standards in writing are below the expected level. Although pupils make satisfactory gains in their acquisition of literacy skills, they have insufficient opportunity to practise their skills in extended pieces of writing. Art and design is above the expected standard. Pupils have a wide range of opportunities to paint and draw. Teachers give good support to the development of appropriate skills and plan good activities for pupils. Standards in most subjects have been maintained since the previous inspection. Some subjects have made good progress and progress has been very good in ICT. Pupils are reaping the benefit of dedicated ICT lessons in the well-equipped computer suite. They rapidly acquire and use new skills across the curriculum. Pupils acquire good skills in numeracy. The school has made efficient use of the National Strategies for Literacy and Numeracy. Growing confidence in the use of basic skills enables pupils to apply their learning in a range of different areas of the curriculum, including science, ICT and geography.

4 The school does well to address the learning needs of all its pupils. Tasks are prepared that give challenge to higher attaining pupils, although more can be done to raise the challenge even further. Good support is given to pupils on the register of special educational needs that enables them to maintain the impetus of their learning. Although some remain at a standard below that expected for their age, some achieve the expected level 2 of the National Curriculum in English, mathematics and science. Given their attainment when they enter full time schooling, overall achievement is satisfactory. Pupils with English as an additional language make progress at a rate similar to other pupils of their age.

Pupils' attitudes, values and personal development

5 Pupils' attitudes to learning, behaviour and relationships are all very good, and have improved on the good standards seen at the time of the last inspection. Overall, pupils make good progress in their personal development. All these factors have a positive impact on pupils' learning.

6 Pupils' attitudes to learning are very good. They respond well to their teachers' instructions, enjoy their work and try hard to succeed. The majority of pupils are interested in what they do and play an active part in their learning. They maintain concentration for appropriate periods of time and make positive contributions to classroom discussions. In many lessons pupils showed the ability to work well together in pairs and small groups, sharing ideas and learning from each other. For example, in a Year 1 History lesson where pupils were studying the methods and equipment used in Victorian times for washing clothes, pupils were very attentive, listening carefully to both the teacher and each other's ideas. Behaviour was good throughout the lesson and pupils were interested and inquisitive about how labour intensive washing was in Victorian times compared to modern day washing techniques, asking the teacher a wide range of questions about the good range of artefacts provided, that assisted their understanding of how washing techniques have changed over time. Pupils' attitudes and behaviour made a positive contribution to their learning during the lesson. Almost all pupils are willing and able to talk about their work and explain their knowledge, understanding of their learning and ideas to inspectors. Pupils with special educational needs have good attitudes to work and behave well in lessons and around the school.

7 The overall standard of behaviour is very good and there have not been any exclusions. In a relatively large number of lessons seen behaviour is good and in a majority of lessons very good and on occasions excellent. For example, in a Year 1 mathematics lesson pupils' attitudes and behaviour were very good throughout the lesson: they were eager to learn, concentrated hard and worked well together, all of which helped them to make good progress in their learning. In a very few lessons a small number of pupils were seen to be off task and not concentrating. In all lessons, the overall attitudes and behaviour of pupils were at

least satisfactory and frequently much better than that. Formal and informal discussions with pupils indicate that they are aware of what is and is not acceptable behaviour. They have a good understanding of the school's system of rewards and sanctions. Pupils accept readily that the school's range of sanctions is an appropriate response to behaviour below the school's high expectations. Outside lessons pupils interact well together, before and after school. At lunchtime and breaks they socialise and play well together without any signs of rowdy or boisterous behaviour. Generally pupils treat school equipment with care and respect, there is no evidence of pupil-generated vandalism and there is little litter around the school.

8 Staff, parents and pupils themselves confirm that instances of bullying are rare. The school has in place an anti-bullying policy known to parents and pupils. This makes it clear that bullying will not be tolerated and enables the school to react quickly and positively to any known instances of bullying. There is no evidence of racist or sexist behaviour.

9 Pupils make good progress in their personal development. Relationships between staff and pupils are very good, as are relationships between pupils. In lessons, pupils work well together in pairs and small groups, taking turns and sharing resources. They listen to and respect the views of other members of the group. In class discussions and assemblies they listen thoughtfully and respectfully to opinions and beliefs that may differ from their own. For example, in a Year 1 personal, social and health education lesson where pupils were considering the theme of bullying and teasing, pupils showed very mature attitudes and behaviour when discussing these subjects. They were able to modify their opinions after listening to the views of others and show empathy to those who had experienced bullying, clearly showing the ability to reflect on the feelings and emotions of others. However, pupils are provided with few opportunities to take additional responsibilities or use their initiative to enhance their own learning.

10 Overall attendance is unsatisfactory, below national averages, compared to the good levels of attendance seen at the time of the last inspection. To some degree the overall attendance has been adversely influenced by a chickenpox outbreak and the national fuel crisis; however, there is a significant number of pupils with attendance levels below 90 percent. Registration is undertaken morning and afternoon and meets statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

11 Teaching and learning are good. No unsatisfactory lessons were seen during the inspection and around one third were very good. This is a substantial improvement since the previous inspection. The improvement reflects:

- the commitment of teaching and support staff working as a team;
- the leadership of the headteacher in monitoring the quality of teaching;
and
- high standards set in appointing new staff.

Parents recognise the improvements, expressing well-founded confidence in the quality of teaching.

12 Teaching and learning in the Foundation Stage are good. Very good lessons were seen in the two full-time Reception classes. Teaching in the Nursery is good overall. The unusual strategy of having the Nursery staffing led by experienced nursery nurses is proving successful. They are responding well to their new responsibilities for managing and planning

the teaching and learning. Adults know the learning needs of children. As a result the children make secure and steady progress. All areas of learning are taught well. The exception is in writing where there are insufficient planned opportunities for early writing experiences. While planning is secure throughout the Foundation Stage, the focus on what is to be learned through the activities is not yet sharp enough in the Nursery. In the best lessons in Reception classes, teachers are very clear about what should be learned in literacy and numeracy sessions. Although adults track the different experiences children have in their activities, insufficient use is made of assessment to set targets for further progress.

13 Teaching in the infant classes is good, with a particular strength in Year 1. Areas for development identified in the previous inspection have been addressed so that pupils' behaviour and attentiveness in class have improved and standards are beginning to rise. Teachers' subject knowledge has increased, as has the pace of lessons and the ways in which the needs of all pupils are being met. Greater use is being made of the skills and commitment of classroom assistants to help different groups of pupils. Consequently, pupils with special educational needs and, to a lesser extent, the higher attaining pupils are making better progress than reported last time.

14 The teaching of literacy and numeracy is good. National strategies have been adopted and teachers are using the associated resources well to provide stimulating and relevant lessons. For example in a Year 1 numeracy lesson, the pupils enjoyed sticking pairs of numbers to make 10 on a beanstalk, helping them to learn number facts by heart. In literacy, a Year 2 class was shown how knowledge of the alphabet would help them in real-life situations when finding a book or looking in a telephone directory. The teaching of English is augmented well in lessons outside the literacy hour where pupils practise reading or writing skills. These are most successful when the tasks are related to ongoing work rather than skills taught in isolation. Volunteer adults, both male and female, play a significant role in listening to individual pupils reading. This helps ensure that they become fluent and confident in reading aloud.

15 In other subjects, where sufficient evidence exists, teaching is at least satisfactory and where lessons were seen, it is good in science, art and ICT. There are many strengths in the teaching of ICT, in spite of the fact that nationally funded training has not yet been completed. As a result of enthusiastic and challenging teaching, pupils are learning to use ICT skills well in other subjects, such as English and mathematics.

16 In most lessons, introductions are usually lively and sometimes sparkling. Pupils are encouraged to think about what they are going to learn through the sharing of lesson objectives. Teachers and other adults have forged very positive relationships with the pupils, employing very effective strategies to encourage good behaviour. As a result lessons have a good pace, very little time is wasted in dealing with inappropriate behaviour and pupils feel secure. Whole-class teaching includes a range of effective questioning strategies, keeping pupils on their toes and making them think harder. For instance, a recently qualified teacher in Year 1 used questions like "What helped you find that answer?" to extend pupils' thinking, adding "Here's a challenge..." to show that she appreciated the difficulty of a new idea.

17 In all but one class the management of pupils is very good. Occasionally pupils in one Year 2 class are not as well managed as in other classes and this slows down the delivery of the lesson content. In all other classes, pupils know what to expect and work hard to please. The effort and concentration shown by all pupils in their learning are a notable feature at All Saints. In a lesson taken by a specialist games coach, the physical exertion in moving, dodging and passing the ball was exemplary, matched by the intellectual effort in trying to work as part of a team. Pupils try equally hard in the classroom whether working directly with an adult or more independently. Occasionally if the expectations for independent work are not

clear enough, some pupils become confused and their learning slows. However, as testimony to their very good relationships with adults, even in these circumstances they continue to behave well and try hard.

18 Teaching is predominantly successful in meeting the needs of all pupils. The school has analysed its results to identify differences in the attainment of boys and girls and to provide work and resources to match needs. In English, mathematics and science, activities are almost always designed with different ability groups in mind. For instance in a Year 1 numeracy lesson on money, most of the class were learning to find change from 10 pence, but the higher attaining group was expected to work with 20 pence. In some of the non-core subjects pupils are often expected to complete the same work. This slows the progress and achievement of the brightest pupils. Similarly, the writing expected of higher attaining pupils in the Reception classes does not always match their capabilities. However, the extra support provided for lower attaining pupils usually ensures they make the same progress as their peers. No significant differences were seen between the learning of boys and girls. Staff are aware of possible gender stereotyping and take effective action, such as the choice of texts used in the literacy hour, to include material of interest to all pupils.

19 The teaching and learning of pupils with special educational needs are good. The activities in lessons are planned to meet the needs and abilities of all the pupils and individual education plans are used. There is good support in lessons for pupils with special educational needs. For example, there was very good explanation of tasks by support assistants. The activities are differentiated for pupils with special educational needs. The school has a policy for identifying and supporting gifted and talented pupils. There was insufficient inspection week evidence to make a judgement on the effectiveness of this policy. The small number of pupils currently in the school for whom English is an additional language achieve well and are fluent in English.

20 Homework makes a positive contribution to learning in the Foundation Stage and in Years 1 and 2. Regular reading at home and the contribution of parents and carers to the reading record, reinforce pupils' growing confidence as readers. Other work, for example in spelling and mathematics, is sent home and some teachers encourage informal links as when they suggest that pupils could find out more about a topic using books or the Internet at home. A minority of parents think that insufficient homework is given but this is not the view of the team of inspectors.

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

21 The school continues to provide a range of learning activities that meets legal requirements. The curriculum has breadth and balance, with all of the required subjects being covered. Since the previous inspection there has been a good improvement in the development of the overall planning of the curriculum. There is a clear overview of which activities are covered and teachers meet on a weekly basis after school to ensure that all subjects are being offered through the topic approach. This time is also used to check the link between the medium and short-term planning and the target setting in lessons. This is evident by watching the same content being delivered in the same lessons in parallel year groups, for example in numeracy and physical education. The introduction of nationally recognised schemes of work in many subjects, such as in science and design and technology, creates a sound framework for further developments. These schemes ensure a consistency in the delivery and continuity of learning experiences across the year groups in the school. Although a number of these initiatives are in the early stages of development they are already having a positive effect on the teachers' awareness of what is being taught in other classes throughout the school. The introduction of new schemes of work are requiring

subject managers to revise the policy statements for subjects and a number of these, for example in design and technology, are in a draft form. All these areas of development are identified and prioritised in the school development and improvement plan.

22 Since the last inspection the school has effectively introduced the National Literacy and Numeracy Strategies and these developments are having a positive effect on how these subjects are taught and on the content of the lessons. For example, each numeracy lesson starts with a question and answer session aimed at improving the mental agility of the pupils.

23 Pupils with special educational needs have equal access to all the subjects and all activities. The school is successful in the way it modifies and adapts the curriculum to allow all pupils, regardless of their learning difficulties, to make good progress. The needs of these pupils are clearly outlined in the individual educational plans that identify very specific learning targets. Teachers and classroom support assistants make effective use of these plans to deliver appropriate activities to pupils with special educational needs in the lessons.

24 The provision of extra-curricular activities, and links with the community and partner institutions is satisfactory. Year 2 pupils use the train to travel into Wakefield to visit the cathedral. They compare the cathedral with the local church. A group of Year 1 pupils visit the Yorkshire Sculpture Park to support their art activities. Members of the local community are invited into school to enhance the learning experiences; for example a farmer speaks to the pupils in the Foundation Stage classes. The school has formalised links with a school that has Beacon status. Teachers will be able to visit the school to share teaching that has been identified as an example of good practice.

25 The school's curriculum for developing pupils' social, health and social education is very good. The comprehensive and well-structured range of activities includes the study of citizenship, safety, lifestyles, relationships, growing up and health. Pupils are given the opportunity in these lessons to consider a wide range of topical issues, such as belonging to a community and the respect for people with a disability. In a Year 1 lesson the teacher encourages the pupils to discuss and to use role-play to explore how teasing can be hurtful. There are very good resources, including a range of reference books to support the teaching of the topics.

26 In the previous report, provision for the pupils' spiritual development was judged to be sound but no clear judgement was made about provision for the other aspects – pupils' moral, social and cultural development. However, the report highlighted insufficient use of other faiths and cultures in the curriculum. This inspection judged provision in all these areas to be good with spiritual development being very good. This is a strength of the school.

27 The very good provision for spiritual development is interwoven into every aspect of school life. Religious education, assemblies and regular opportunities to discuss pertinent issues through circle time, help pupils gain knowledge and insight into values and beliefs and to reflect on their own beliefs and those of others. All staff are determined to afford opportunities to support self-esteem and self-worth and give pupils confidence in themselves. Pupils are well known to all staff who are dedicated to promoting an awareness of the impact of their attitudes and behaviour on others. The way lessons are taught enhances 'awe and wonder', especially in ICT when new 'on screen' features are seen for the first time, or in science when faces light up with joy when circuits work.

28 Moral development is promoted through stories in assembly, the school and class rules and the Christian ethos of the school. A behaviour policy is in place, which also reflects this ethos. All staff set a good example and have very clear ideas of right and wrong and this pupils accept. There is a system of rewards that promote acceptable behaviour and all adults can award stickers, including the midday supervisors. A celebration assembly is held weekly

when certificates are presented. Good behaviour, acts of friendship or special help are recorded in the 'Golden Book'. Circle time is used regularly to discuss issues which affect the pupils. Role-play, observed in one personal, social and health education lesson, is often used to explore problems such as teasing and poses the question "When does teasing become bullying?". There is an atmosphere within which the staff and pupils work – an attitude of mind that the school is about learning and not 'messaging around'. All these have a positive effect on pupils' behaviour and understanding what is right and wrong.

29 Pupils are expected to look after their school and care for the environment. Each class has monitors with tasks to perform. These duties vary according to the age of the pupils. The older pupils like to volunteer for jobs in the lunchtime and a small group stamped many of the library books with the school name. Occasionally Year 2 pupils will do a joint project with the younger pupils. Within the lessons, pupils are given opportunities to co-operate and share resources. This was observed in science, ICT and other lessons where pupils successfully worked together and shared the resources. Literacy and numeracy also provide further opportunities for pupils to work independently without having to rely on continual support from adults. Classes perform regularly for parents and school in assembly. Other pupils sing in church for the festivals, perform for the senior citizens and occasionally for the Wednesday service. The school supports a variety of charities by raising money.

30 Multi-cultural development is promoted through religious education, learning about other faiths and customs. There have been connections with Tanzania through the previous vicar and the school is planning to organise an African awareness day in the near future. Year 2 pupils have already looked at some aspects of Africa, particularly the artwork. There are also links with a young missionary working in Brazil who has sent photographs of life in the towns. The pupils have visited the nearby cathedral and compared that to the local church. When the festivals of Diwali or Hanukkah are being celebrated, the school tries to ensure that pupils not only learn about them but also are given some experiences such as cooking and tasting the relevant foods. Pupils are made aware of similarities in religions during an assembly when the deputy head discussed how babies are introduced into their respective religions. Live theatre groups and visits to the theatre all enhance the pupils' understanding of their own culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31 This is a caring school that is successful in providing a warm and friendly environment in which pupils feel safe and secure and where they can learn and develop. Staff and pupils are well known to each other and interact well together both inside and outside the classroom. Pupils are confident that they can approach their teachers should they have any problems either of an academic or personal nature, and that appropriate support and guidance would be forthcoming. Pupils with special educational needs receive a good level of support and guidance. Pupils learning English as an additional language receive good support from adults working in the classroom, both teachers and learning support assistants.

32 The school has a health and safety policy in place that meets statutory requirements. First aid procedures are good. There are appropriate numbers of qualified first aiders and good records of accidents and injuries are maintained. Electrical equipment, fire extinguishers and gymnasium equipment are properly maintained and inspected. However, general risk assessments are not well developed and not sufficiently recorded. Fire risk assessments have not been undertaken. Overall procedures for child protection are good. The school has in place a child protection policy linked to the Area Child Protection Committee's procedures. The headteacher is the designated teacher. She has received appropriate training and has a good understanding of child protection matters. All teaching

staff have a copy of the school's child protection policy. However, some outstanding training requirements were brought to the attention of the headteacher during the inspection. The school has good links with outside agencies and the designated teacher attends case conferences as appropriate.

33 The school has good procedures for monitoring and promoting good behaviour. There is a well-established behaviour and discipline policy that seeks to ensure that pupils are aware of what is and is not acceptable behaviour, and provides a system of rewards and sanctions designed to reward good behaviour whilst holding pupils to account for poor behaviour. The rewards system is popular with pupils and the majority of pupils readily accept the principle of sanctions as an appropriate response to poor behaviour. The school's anti-bullying policy makes clear that bullying will not be tolerated. The headteacher maintains informal records of poor behaviour and contacts parents should a pupil's behaviour become a cause for concern. However, the school has not yet developed a policy on the use of force to restrain pupils should this ever be necessary.

34 Overall the school has good procedures for monitoring and promoting good attendance. A policy relating to attendance and punctuality is in place. The policy advises parents of the need for regular and punctual attendance and the need to advise the school if their children are absent for any reason. Teachers monitor attendance on a daily basis, the headteacher and educational welfare officer check registers on a half-termly basis and parents are informed of their children's attendance at the end of each term. The school has worked very closely with the educational welfare officer and on its own strategies without resolving the issue of lower attendance than expected.

35 Assessment strategies are very good in the core subjects of English, mathematics and science. Systems are clear and manageable. They enable pupils' attainment to be tracked in good detail. As a result, it is very easy to identify the progress that is being made. Further, these assessments are well used to create targets for future progress. As part of the assessment process, the assessment manager has made a comprehensive portfolio of samples of work levelled against National Curriculum criteria. This is very supportive of colleagues who can then be very precise in their teacher assessments. A range of tests, assessed samples of work and check-ups regularly brings teachers' knowledge of the academic standing of individual pupils up to date. The results of national tests and other standardised tests are analysed and used to find problem areas and whole-school trends. These are taken into the school improvement plan as whole-school targets. This is very thorough assessment and use of assessment. The school has been right to put its priorities into the 'core subject' areas of the National Curriculum. The school plans to widen the approach to include a manageable system for tracking pupil progress in the non-core subjects. Although these subjects are properly reported on in annual reports to parents, the information for non-core subjects is not at present collated in a similar format to core subject information. There is an April target for the completion of this.

36 The school's strategy for the identification of learning objectives and sharing them with pupils is very effective. This helps teachers with their systems for assessment because they have something to measure progress against. Because there is an insistence on telling pupils "What I'm looking for..." (WILF) and insisting that pupils explain "This is because..." (TIBS) pupils too are involved in measuring the progress they make. 'WILF' and 'TIBS' are very familiar strategies to the pupils, even to the extent that occasionally they will remind a teacher who has forgotten to do the end of lesson check-up. This 'plenary' session is very valuable but there are times when insufficient time means that the learning that has gone on in the lesson is skipped over rather than consolidated.

37 Assessment in the Foundation Stage is still being developed. Baseline assessment provides information about individuals and is used to support future progress. Children's experience is tracked through their activities but not assessed with the type of rigour necessary to identify what they need to achieve next. While there are whole-school strategies that use the helpful 'stepping stones' of the Foundation Stage curriculum, this does not at present lead to clearly identified individual targets for learning.

38 The school has good strategies for identifying pupils who need extra support in their learning. Because the school has well-documented and accurate information about pupils' attainment, special needs can be readily identified, targets developed and appropriate support given. The school's overall provision for the identification of, support for and systematic review of special needs progress is good. This ensures that these pupils get good opportunities to be included in all that the school has to offer.

39 Since the previous inspection, the school has undertaken a significant amount of highly successful work in the area of assessment and the use of assessment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40 Overall the school's partnership with parents is good and has a positive impact on pupils' learning. Approximately 20 percent of parents returned the questionnaire and seven parents attended the parents' meeting. Almost all parents responding were pleased with the progress their children are making in their learning, the quality of teaching, the good standard of behaviour and the expectation that their children will work hard. Parents also indicated that children enjoyed coming to school, that the school is helping them to become more mature and responsible and the school is well led and managed. Evidence from the inspection supports these positive views of the school. A significant minority of the parents who responded to the questionnaire expressed concerns relating to the following areas: the amount of homework their children receive; a lack of extra-curricular activities; information about their children's progress and that the school does not work closely with parents. Inspectors gave close scrutiny to these parental concerns and were of the opinion that:

- there are few extra-curricular activities, but that is generally in line with most infant schools;
- with regard to parental concerns about homework – with some parents saying there was too much homework and others saying there was not enough – generally inspectors consider that homework is used well and has a positive impact on pupils' learning;
- inspectors consider the school works hard to involve parents in the life of the school and provides satisfactory information to parents about their children's progress.

41 Overall, parents' involvement in their children's learning is good. The school receives the support of a large number of parents who help in classrooms, listening to pupils read, and helping with baking and craft activities. On many occasions during the inspection parents were observed helping in classrooms. They were well briefed about their role and often were seen to be giving good support to both pupils and teachers. Many parents accompany pupils during educational visits. The Parent Teachers Association is active in organising social and fund-raising events. They have raised significant funds that have been used to provide additional learning resources and this has had a positive impact on pupils' learning.

42 The quality and range of information provided for parents are good. The school prospectus and Governors' Annual Report meet statutory requirements, and provide a wide range of information about the school and its activities. Parents are provided with class newsletters each half term and frequent letters about specific events that ensure parents are aware of current school issues. This includes informing parents about the need for better and regular attendance for pupils. The school provides parents with half-termly details of the work their children will be doing in the forthcoming weeks. Parents are encouraged to support their children at home and are invited to accompany pupils on educational visits. Parents and teachers use pupils' reading records as a means of communication between school and home. Parents have the opportunity to attend an open evening at which they are able to discuss with teachers their children's annual report. Overall pupils' annual reports are informative and give parents a good insight into their children's abilities and progress. The school has very good arrangements for the involvement of parents of pupils with special educational needs in the development and review of their children's individual educational plans. This aspect of the management of special educational needs is a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43 The headteacher, with the strong support of the senior management team, provides very good leadership and management. Leadership is energetic and motivating. This is exemplified by the rising standards of attainment, the much-improved quality of teaching, the comprehensive nature of the curriculum and its associated systems for assessment and by the calm and self-assured working environment of the school. The school has very clear aims that stem from a mission statement that sets out high expectations for adults and pupils. The mission statement and aims of the school include strong reference to the school's foundation as a church aided school and its consequent ethos based on Christian and family values. All teachers have clearly delegated areas of responsibility. These responsibilities are carried out well. Among the roles that are carried out particularly well are those of the special educational needs co-ordinator and the assessment co-ordinator. Strong improvements have been made in these areas of school management.

44 The maintenance, development and improvement of the school are supported by a comprehensive school improvement plan. The plan is systematically reviewed by the headteacher and senior management team and regularly reported upon to the governing body. It is made very clear what has to be done, when it should be done by, what it will cost, who is responsible and how the success of priorities will be measured. The plan is a vital tool in achieving the school's current rapid development. The school has proved to be very successful in evaluating the quality of teaching and identifying how improvements can be made. This is another essential element in the good improvement made since the previous inspection. A significant part of school improvement stems from the school's implementation of performance management, where all staff have aspects of their work carefully overseen, discuss the quality of their work and identify targets for development. This is a school that takes strong action to achieve its identified targets – whether these are targets for the progress of individual pupils, whole-school targets or targets for the professional development of individual members of staff. As a result, there is a high level of commitment to improvement, and, as individuals develop their role, an increasing capacity to succeed.

45 The governing body is efficiently organised, with a structured committee system and a planned schedule of meetings. The responsibilities of the governing body and its committees, including the finance committee, are clearly defined and limits of delegated authority have been established. Governors are very supportive of the school and are keen to see the school make progress. They are kept well informed through the headteacher's

reports and by reports from committees. The governing body is effective in fulfilling their statutory duties. The governors have a sound knowledge of the school's strengths and areas for development; for example, they are aware of subjects where standards are not high enough. The governors have appointed link governors to oversee the school's policies, including special educational needs, literacy and numeracy; however there is scope to further develop the role of these governors in developing and monitoring the school's policies and procedures in these areas.

46 Governors are appropriately involved in the development of the school development plan and budget; however, both the budget and school development plan are mostly limited to the current financial and academic year, and as yet there is little evidence of strategic planning over the next two to three years. Finances are prudently managed and specific grants are used effectively; however, governors only monitor the school budget every six months.

47 The school has good procedures for the induction of new staff. The newly qualified teacher in the school has received very good support from her induction tutor and receives appropriate non-contact time. Professional development is based on her career entry profile and she has had the opportunity to observe lessons in other schools given by leading teachers. The induction tutor has observed her teaching on the required number of occasions and has undertaken her second assessment meeting.

48 The school's internal financial and administrative arrangements are good. Day-to-day financial control is effective and there are good procedures to ensure that specific grants are used for their designated purposes. The school has not been subject to an internal audit for many years. Administrative staff provide a good level of administrative support that enables teaching staff to concentrate on their teaching and managerial roles. There is good use of new technology throughout the school, both for administrative purposes and for teaching and learning. This is particularly noticeable in the very good use being made of the school's computer suite. A strong impact is being made in improving standards of attainment in ICT. Other resources have been improved and are good in quality and quantity. Resources are well stored and accessible. This enables them to be used efficiently. The accommodation is well looked after and, despite some disadvantages, suited to its purposes. The school is unable to provide a secure outdoor play area for children in Reception classes. It is a disadvantage that the Nursery is separate from the main building. However, the headteacher and the staff of the Nursery do everything reasonably possible to keep the Nursery an inclusive part of the whole school. Long-term absence makes it difficult to develop the management of the Foundation Stage at present. Overall staffing levels are adequate. There are sufficient experienced and skilled teachers well deployed through the school. Their role is complemented by that of learning support assistants. The deployment of these staff is particularly helpful to pupils who have difficulties keeping up with the rest of their classmates.

49 The school is aware of the need to compete, to challenge itself, to consult widely and to compare itself with others. It has a wide range of strategies to ensure that the principles of best value are applied to its work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50 To maintain the pace of improvement, the headteacher, governing body and staff of the school should:

a) Raise standards of attainment in writing through:

- continuing to implement strategies already identified in the school improvement plan; and
- providing a wide range of extended writing tasks across the curriculum to give pupils opportunities to practise the skills learned in literacy lessons; (paragraphs 3, 69, 73, 74 and 75)

b) Improve attendance through:

- implementing the strategies already identified for monitoring and promoting good attendance; and
- continuing to raise the awareness of staff, pupils and particularly parents of the need for regular attendance; (paragraphs 10, 34 and 42)

c) Continue current initiatives in creating a cohesive Foundation Stage, by further developing the role of the Foundation Stage co-ordinator, enhancing the planning and assessment opportunities and particularly ensuring good support for staff working in the Nursery; (paragraphs 12 and 48)

d) Continue the work in developing policies, schemes of work and assessment systems, particularly in the non-core subjects of the curriculum, already identified in the school improvement plan and development cycle. (paragraphs 21, 35, 93, 97, 102, 106, 113 and 119)

Minor issue

The role of the governing body in monitoring school finance more frequently should be developed. They should also visit the school more regularly in order to develop a better insight into its strengths and areas for development. (paragraphs 45 and 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	26	14	0	0	0
Percentage	0	29	46	25	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. Five of the observations were un-graded.

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)	39	227
Number of full-time pupils known to be eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	30

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	17
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	7.9

Unauthorised absence

	%
School data	0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	37	24	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	37
	Girls	22	21	22
	Total	53	53	59
Percentage of pupils at NC level 2 or above	School	87 (76)	87 (82)	97 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	37	33
	Girls	22	22	21
	Total	57	59	54
Percentage of pupils at NC level 2 or above	School	93 (82)	97 (81)	89 (69)
	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	1
Pakistani	1
Bangladeshi	0
Chinese	2
White	218
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22.7
Average class size	25.2

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	119

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	3
Total aggregate hours worked per week	96
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3
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

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.

Financial information

Financial year	2000-2001
	£
Total income	516 336
Total expenditure	538 389
Expenditure per pupil	1 488
Balance brought forward from previous year	37 610
Balance carried forward to next year	15 557

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	305
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	2	0	0
My child is making good progress in school.	64	28	3	2	3
Behaviour in the school is good.	52	45	0	0	3
My child gets the right amount of work to do at home.	38	37	10	2	13
The teaching is good.	60	35	3	0	2
I am kept well informed about how my child is getting on.	34	43	15	5	3
I would feel comfortable about approaching the school with questions or a problem.	65	30	3	0	2
The school expects my child to work hard and achieve his or her best.	62	33	3	0	2
The school works closely with parents.	28	58	12	2	0
The school is well led and managed.	48	47	2	0	3
The school is helping my child become mature and responsible.	50	45	0	2	3
The school provides an interesting range of activities outside lessons.	17	20	25	8	30

Other issues raised by parents

Parents raised concerns about the way in which the school was reorganised from a first school to its current status. They were informed that this process forms no part of the inspection.

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

51 The provision for the children in the Foundation Stage is in the part-time Nursery and three Reception classes. The purpose-built Nursery is on a separate site some ten minutes walk from the school. At present the Nursery has no qualified teacher. Two very able nursery nurses and other volunteers help competently supervise it. Children begin Nursery in the September after their third birthday. There are two part-time classes each catering for 39 children. Which class the child attends is determined by parental choice, if there is sufficient room. The following September children who are five during that term attend the Reception class full time and those whose fifth birthdays fall between Christmas and Easter attend mornings only. In January all children who started school in September attend full time and those whose fifth birthday falls between Easter and summer begin part time in the Reception class, attending full time after Easter. There are very few children, if any, who have not had pre-school experience.

52 The provision for children in the Foundation Stage is good and well resourced apart from a secure outdoor play facility for the Reception children and a lack of sufficient large wheeled toys for them. The school has just received a grant to enable this to be improved.

53 The attainment of children entering the Nursery is variable and some of the children have difficulty communicating. By the time they join the Reception classes, attainment is broadly in line with expectations. This is confirmed by analysis of the school's initial assessment. Teaching in the Nursery is at least satisfactory. Some lessons are good. This has a positive affect on the children's learning. Most children achieve well and by the time they move to the Reception classes have made some good gains in knowledge and skills. Teaching in the Reception classes is more varied and ranges from satisfactory to very good so the progress children make varies from satisfactory to very good.

54 The quality of teaching in the Foundation Stage is at least satisfactory. Seven out of ten lessons are good or very good. Overall staff have a secure understanding of the Early Learning Goals. Lesson plans and schemes are clear with appropriate learning objectives linked to the Early Learning Goals.

55 In the Nursery, the staff recognise the importance of first hand experiences and this has a positive effect on the progress children make towards the Early Learning Goals and provides a firm foundation for learning in the Reception years. Experiences are interesting, challenging and are focused very closely on what children need to learn in relation to national guidance. Activities are well organised and effectively promote communication, language, literacy and mathematical development. There is an appropriate balance between teacher-directed activities and child-initiated ones. In all activities staff provide effective support and encouragement to extend children's understanding. Questions are challenging and carefully phrased to develop the children's language skills and to encourage a response as children talk about their experiences.

56 In the Reception year, staff also provide a good range of activities to encourage children to play together, extend their language and develop the relevant skills. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Day-to-day assessment is used to ensure tasks provide sufficient challenge for the children. The staff record the children's progress against the Early Learning Goals. This has only recently been introduced and is intended to identify gaps in children's

learning. All staff have very good relationships with the children and this has a positive effect on the quality of learning. Teachers and classroom support assistants are enthusiastic and have high expectations. They work well with the class teachers and provide good support for the children at all levels. Parents are encouraged to be involved in their children's learning through sharing story and reading books at home.

Personal, social and emotional development

57 Standards are in line with expectations and the majority of children are on course to achieve the nationally agreed Early Learning Goals by the end of the Reception year. Children's personal, social and emotional development is given a high priority. Children enjoy coming to school and respond well to the rules and routines of the Nursery and school life. They are eager to learn new skills and when activities are stimulating and exciting they put effort and concentration into the tasks. Emphasis is placed on helping children to understand the consequences of their actions. They are encouraged to consider the feelings of other children. Particularly in the Reception classes, children are learning to share and work together in a variety of situations, such as role-play. There were some good examples of role-play in both the Nursery and the Reception classes where children are beginning to play together and create a feeling that they really are in the situation portrayed in the role-play area. Teaching is good in all classes.

Communication, language and literacy

58 Overall progress is good and the majority of children are on course to achieve the agreed Early Learning Goals by the end of their Reception year. However, in reading many children have already achieved these goals, so in this area the majority are achieving above expectations. School analysis of writing indicates that one child already achieves National Curriculum level 1 (exceeding the learning goals) and most others are well on course to achieve the goals. Children are encouraged to become good listeners and to enjoy stories, rhymes and songs. There are many opportunities for language development because some of the children have poor communication skills. The small group activities specifically planned for literacy and language help children to develop relevant skills so they can express themselves. During one observation in the Nursery of children in a role-play in the 'Sausage Café' a nursery nurse joined in as a customer at the café and the children served her a selection of food: appropriate language was encouraged and the children enjoyed the challenge. Two children on the computer were heard to share this conversation: "Jack's made you a birthday cake. Are you coming?" to which Jack replied, "I'm not hungry just now. I'll come later." By the time they move into Reception classes, children are becoming more confident to talk to their peers. Teaching is good in both the Nursery and the Reception classes. Questions are used to encourage children to respond and develop their vocabulary.

59 Many children in the Nursery are still unaware that writing is a form of communication. It is school policy to offer a range of writing opportunities that fit a range of learning styles. The majority of children are unable to write any recognisable letters, although a few are beginning to realise that writing is made up of separate marks. In Reception classes, children begin to write more legibly and about half are able to write simple sentences with little support from the teacher. A number of children write independently. About half copy either over or under the teachers' words. Writing opportunities are structured, allowing little room for children's own creativity. School analysis of success in the later stages of early writing suggests that the strategies used are having a positive effect.

60 The Nursery children are introduced to stories and books and enjoy listening to stories read by the adults. They know how to handle books with care and how to turn the pages. They are happy to talk about the books but some children cannot recognise any of the words.

Children in the Nursery are introduced to a wide range of books. However, it is not school policy for children to be introduced to a reading scheme. The situation is very different in the Reception classes where the higher attainers are becoming confident readers and already have good word recognition skills. Almost all other children recognise basic words and initial sounds. Favourite stories were told but some children lacked confidence to talk freely; however, all were able to recite a nursery rhyme. All children enjoy reading and sharing books and were keen to talk about them.

Mathematical development

61 The teaching in both the Nursery and the Reception is at least satisfactory and often good and this ensures that most children make good progress and the majority will attain the Early Learning Goals by the end of their Reception Year; some have already attained these goals. Children in the Nursery have opportunities to count, sequence, estimate and to compare shape using a range of games and experiences. For example, children enjoyed the 'Incey Wincey Spider' game where they used a dice to tell them the number of moves and a spinner to see if it was raining or not; rain meant starting again. They are beginning to count and some are confident to count to 20 but cannot count that number of objects accurately, although many can manage to count up to six when playing games with a dice. Rhymes are regularly used to reinforce counting skills. In the Reception classes children explore numbers, shape, simple addition – the higher attainers to 20 – and use appropriate vocabulary. During the inspection children explored and compared ribbon and lines by length. They put three lengths of ribbon in size order and made three different length caterpillars also in the right order. Teachers place emphasis on developing the appropriate language and children are encouraged to consider words like 'shorter than' and 'longer than'.

Knowledge and understanding of the world

62 The teaching of knowledge and understanding is good and by the time the children leave the Reception the majority will have achieved the Early Learning Goals. In the Nursery children explore the senses, touch, taste and the texture of different materials, such as smooth, rough and others. They are also exploring a topic about spring and looking at what plants need to help them grow: cress is being grown and children are very interested in its progress. In the Reception classes a wall display introduces children to the past and present by using photographs of them as babies and how they look now. The teachers have also brought their own photographs. The children are growing broad beans on a tray to see how seeds develop. As part of a topic 'people and places', the local farmer's wife came to talk to the children. A follow-up visit to the farm has been arranged for a future date. The role-play areas follow the theme of topics and at present are a vet's surgery and a farm. Children are introduced to religion through a broad framework that includes church visits. They have written about the Christmas story and also held a Christian wedding with children suitably dressed as the bride and groom. They complete the ceremony with a reception.

63 Within the classrooms children experience sand and water play. Children also enjoy using the computer. ICT skills are introduced in the Nursery although children do not have very good co-ordination to control the mouse and cursor. However, in the Reception children are more skilled and one child drew a very lifelike picture of a rabbit using a computer program.

Physical development

64 The quality of teaching in this area is good or very good. Many of the children have already achieved the Early Learning Goals. In the Nursery, children are beginning to develop spatial awareness and body control. They can match simple movements to the rhythm of

music. The Reception children have good spatial awareness and many have very good body control. They can travel across the mats using a variety of movements: feet, hands and feet, rolling both full body rolls and forward rolls. They control these movements and no one bumps into anyone. All the children can dress and undress themselves and leave their clothes tidily on a chair or table. Most can put on their shoes and socks with little help.

65 In the Nursery, fine motor skills such as pencil control and using scissors are not secure and for some children more practice is needed. There are good opportunities for children to develop their manipulative skills through cutting activities, handwriting practice and colouring within the lines. However, in Reception classes most children hold their pencil correctly and make good attempts at cutting out by following the lines.

Creative development

66 The quality of teaching in this area is good and most of the children are on course to achieve the Early Learning Goals. Children enjoy a range of experiences in art, music, story and imaginative play. There are opportunities for printing, collage using different types of paper, and making patterns using sand, glue and powder paint. Nursery children use boxes to make television sets and get really messy trying to paint all the faces of their boxes: they love this! In Reception classes children make egg-shaped Easter cards and experiment with dough to create eggs. They also decorate hardboiled eggs, but find the small size of the egg quite challenging. Flowers in a planter and twigs with flowers are used for observational drawing and some of the results show clearly how carefully the children have looked at the detail and tried to create what they see. The role-play areas are well resourced in both the Nursery and the Reception and all children use them effectively to act out a café scene, the vet's surgery or Bob the Builder's yard.

67 Nursery children enjoy rhymes and talking about different sounds made by putting different things into a plastic egg and shaking it. For example, when adding feathers and pebbles into the egg, children knew that pebbles would make the most noise. In the Reception, children sing with enthusiasm and all participate joining in the actions. The overall sound is good as many children sing in tune and the words are clear. Two of the teachers play the guitar and use this to accompany the children's singing.

68 Overall teaching in the Foundation Stage is good with examples of very good teaching. Staff have good knowledge of the needs of the children in the early years and the curriculum meets those needs. The teachers and nursery nurses are enthusiastic and have very good relationships with their classes. All lessons are well planned with appropriate early learning objectives. There is a very good range of activities to extend children's learning. Regular adult intervention means that all children make good progress. All staff work as a team and plan weekly together, thus ensuring continuity across the Foundation Stage. The assistant Foundation Stage manager, who teaches in Reception, is very supportive of the Nursery nurses. They are responsible for the day-to-day running of the Nursery and it is important that this support continues. Expectations are high of children's behaviour. Children respond well to these expectations. For example, they tidy up the classrooms with little prompting although some of the Nursery children are less willing to help. The attractive wall displays showing the children's work provide a bright and interesting environment where learning is encouraged. The overall provision and standards have been maintained since the previous inspection.

ENGLISH

69 The school's most recent results for seven year olds are broadly in line with those expected, as they were at the time of the previous inspection. Tests showed a good improvement in 2001 compared with the previous two years, particularly in reading. This was because the successful development of the National Literacy Strategy gave a clearer focus on what pupils needed to learn if they are to progress to the next level of the National Curriculum. Thus, after a period of disappointing and falling results, they are now around average again and in line with those of pupils attending similar schools. However, the school has recognised that fewer pupils than usual achieve the higher level 3 in English tests and that results this year may be lower than last. Over time, girls have not been achieving quite as well as in most schools.

70 Standards now in reading and in speaking and listening are broadly average. The standards being reached by the current Year 2 pupils in writing are a little below average and lower than last year. This primarily reflects the particular group of pupils and circumstances as they have moved through the school. Nevertheless, in both Years 1 and 2, most make good progress and many achieve well given their levels at the start of the year. The progress of current Year 2 pupils suffered because of an unsettled teaching team in previous years. School assessments indicate that many pupils in Year 2 have achieved a great deal of catching up since the start of the school year. The evidence of school tracker sheets shows that the average points score has almost doubled. This is the group of pupils that has suffered from staffing difficulties. The aim to improve the numbers reaching the higher level 3 has not yet been fully realised.

71 Almost all pupils reach the expected level in speaking and listening and are achieving appropriately by the age of seven. They listen carefully to their teacher and other adults. This is an improvement since the previous inspection. Only in one class are there times when a few pupils are inattentive because the teaching does not keep them involved. On the frequent occasions when the teaching is exciting, the whole class will listen with rapt attention and you could hear a pin drop. Pupils are becoming increasingly mature when listening to each other, for example in personal and social education when discussing bullying and teasing. Good opportunities are provided for pupils to speak in a variety of contexts, such as the class assembly where pupils showed confidence in speaking to the whole school, including many parents. They use a growing vocabulary because adults provide good role models and ask questions in ways that encourage pupils to give full answers. Role-play is used to good effect in some lessons although some pupils, particularly boys, can be quite hesitant and self-conscious in this context. Pupils currently in Years 1 and 2 who speak English as an additional language are fluent and making good progress in all their English work.

72 In reading, all but a small number of pupils with special needs reach the expected level by the age of seven. A strength throughout the school is the accuracy and fluency shown by pupils. This is because they are introduced to sounds, words and books in a very structured way and because they have frequent opportunities to read to adults both at school and at home. Even in Year 1, pupils talk about the different features of books such as the author or the difference between fiction and non-fiction and many have clear preferences and favourite stories. The literacy hour is used well to introduce different kinds of books and to help the better readers in reading expressively, making good use of punctuation to engage the listener. By Year 2, most pupils use the alphabet to locate information and the higher attainers are beginning to talk with understanding about what they are reading. Some higher attaining readers find it hard to draw inferences and information from the text as in a Year 2 lesson when a group chose to answer questions about an information book from memory rather than by examining the text. In some respects the provision for higher attainers, for example when reading at home or to an adult in school, does not move them onto the higher level quickly enough. The school is currently providing separately timetabled guided reading sessions. These are beginning to raise the expectations of what higher attaining pupils can

achieve. Pupils with special educational needs make good progress because the teaching is carefully targeted, classroom assistants provide skilled support and parents are very well informed. Other Year 1 pupils who have made a slower start in reading are making good progress using the nationally recommended Early Literacy Support programme.

73 Standards in writing for the current Year 2 pupils are a little below average, although nearly all are on target to reach the expected level by the end of the year. The school is taking effective steps to improve matters further, for example by increasing the time dedicated to writing and making regular and rigorous assessments of how well individuals are doing. Pupils make a good start in Year 1. They learn to write their ideas in simple sentences, making good efforts at spelling, particularly the most frequently used words. The lower attaining pupils, including those with special educational needs, can form recognisable letters and words, using a growing knowledge of initial letter sounds.

74 In Year 2, pupils produce different forms of writing, including poetry. Most writing gives a chronological account, which higher attaining pupils make more interesting by using different words or phrases such as "...tiptoed through the rustling leaves". Pupils are encouraged to use adventurous vocabulary but only the more able do so successfully. Spelling and punctuation are generally accurate. As in the previous inspection, higher attaining pupils are rarely expected to draft, edit or polish their writing to meet the demands of the intended audience. The school has focused on raising the overall level of attainment and drafting and editing is not planned as a focus until summer term. Satisfactory and improving use is being made of the computer for writing. Satisfactory and sometimes good opportunities are provided for pupils to apply their reading and writing skills in other subjects such as history. In science, some tasks expect pupils to develop their own sentences in recording observations.

75 Handwriting is taught on a daily basis. Guidance is sent out to parents about how they can support progress in writing skills. Although pupils write with skill or care in their handwriting books this does not transfer easily to their other writing tasks. The school believes this relates to the particular group of Year 2 pupils, rather than a characteristic of the school overall. These pupils do not develop a smooth flow and can be erratic in joining their letters.

76 The teaching and learning of English are good with pupils making good progress in lessons and over the current year. This is a substantial improvement since the previous inspection resulting from better classroom management and the development of the literacy hour. A notable feature is the way that the structure of literacy lessons is being modified and evaluated, whilst learning objectives remain sharp and are used effectively by pupils. Parents are aware of the specific learning objectives. For example, work in weekly 'Target Writing' books is assessed against explicit National Curriculum goals that are set out at the front of the book for all to see. This approach successfully helps pupils to understand the strengths and areas for development

77 Teaching – particularly in the daily literacy hour – has clear objectives, imaginatively shared with pupils, forming a basis for checking how successful each lesson has been. A good range of well-resourced activities keeps pupils interested. Some lessons are made even more relevant when they are related to the real world, for instance improving alphabet skills in a Year 2 class to be used in everyday situations such as finding an author in the library or a name in the phone book. Matching work to the needs of all pupils has improved since the previous inspection. Many lessons are briskly paced and highly challenging.

78 Teachers work very hard to make lessons exciting, for example in the way they choose and read the Big Books. They are very well supported by classroom assistants, who

are skilled and well briefed. Occasionally, in whole-class teaching, assistants are under-used. The school has very successfully encouraged a range of volunteer adults to listen to individual readers. Homework, mainly in regular reading and in learning spellings, is used well to underline the importance of the subject and to practise key skills. More opportunities to write at home are needed to help raise writing standards further.

79 A major strength in the teaching of reading and writing is the regular and detailed assessment of how each pupil is getting on, leading to well-targeted teaching and marking. Because of this, pupils develop their literacy skills systematically and any difficulties are quickly spotted. The teaching of speaking and listening, often through other subjects, is less systematic. There is currently no framework for covering and assessing this aspect of the English curriculum.

80 The management of the subject is good. The school has clear priorities for improvement, based on a sound analysis of strengths and areas for development. The recently appointed subject leader is building an understanding of how things are going, although she has not yet had opportunity to observe the teaching in different classes. A very promising link has been established with a nearby Beacon school. An attractive and well-resourced library has just been completed, addressing an issue raised in the previous inspection. Because some classrooms are a long way from the library and out of immediate contact with the teacher, the use of this will need to be carefully planned and monitored. The curriculum for reading and writing is more secure and systematic than that for speaking and listening. Nevertheless there has been good improvement in provision since the previous inspection and the school is well placed to raise standards further.

MATHEMATICS

81 The results of the 2001 national tests for seven year olds show standards were above the national average and pupils' performance was above that of those from similar backgrounds. Standards are similar to those found at the previous inspection. The figures over the past four years fluctuate between being above or below the national average. For example in 2000 the results were below the national average and the predicted results for the 2002 test are lower than those achieved last year. The range of abilities of the pupils in any particular year group could be the reason for this variation in test results. This will continue to affect the results. In order to raise the level of all the pupils' performance from the time they enter the school to the time they leave, the staff are working very hard to further develop effective teaching methods alongside good planning and assessment procedures. The successful implementation of the National Numeracy Strategy into the curriculum is helping to provide a sound basis for the teaching of the subject. In the work seen standards of attainment are broadly in line with the standard expected.

82 The outcome of these developments is reflected in the good progress that pupils of all abilities are beginning to make. By the age of seven higher attaining pupils total amounts of money when purchasing two items and find the change from £2.00. This is in comparison with pupils in Year 1 who are still working on the different ways of using coins to make 20p. They mentally calculate '10 less than' and count backward in tens when given a number to begin with, for example 95. Pupils understand the meaning of symmetry and name two-dimensional and three-dimensional shapes that are on display in the classroom. They draw lines of different length using centimetres and higher attaining pupils estimate the size and accurately measure objects found in the classroom. Pupils state how many seconds there are in a minute and how many minutes in an hour. In ICT lessons Year 2 pupils learn how to use the computer to interpret data in the form of graphs.

83 The teaching of mathematics is good overall. This is an improvement since the previous inspection when teaching was found to be sound. In a number of very good lessons the teachers have high expectations of all the pupils and the work. Many lessons are brisk in pace, giving pupils enough time to think but not to become distracted. Questions asked are well structured to provide pupils with a challenge and with opportunities to extend and reinforce their learning. For example, in a Year 2 lesson higher attaining pupils complete a worksheet on money activities and then are asked to devise their own question for other members of the group. In another Year 2 lesson a pupil with special needs achieves a target in his or her individual education programme of recognising 11, 12, 13 and 14 when working with a classroom support assistant. In these situations the pupils show good concentration and are interested throughout the lesson. In the case of a less challenging activity during a lesson for seven year olds higher attaining pupils already understand the way to subtract a number and their attention wanders and subsequent behaviour deteriorates when having to listen to an extended explanation of how to solve the problem. Good use is made of resources to support the teaching of activities, such as the handling of 'real' coins and the well-devised worksheets that are designed to meet the needs of pupils of all abilities.

84 The management of the subject is very good. The manager is very enthusiastic to continue the ongoing improvements in the provision for mathematics. To achieve this a number of good initiatives have been introduced and are being developed. Teachers in each of the year groups meet on a weekly basis to discuss and plan the content of lessons. This ensures that pupils are receiving a similar range of activities in the different classes. The teachers are making good use of the information gained from the regular tests to help to monitor pupil achievement and progress; for example, pupils in a Year 2 class made significant progress in their achievement between September and November 2001. Information gained from the analysis of the pupils' results in the national tests is used to inform the teachers where they may need to focus their teaching on specific areas for further development. Members of the teaching staff have an opportunity to watch colleagues in other schools recognised as 'leading mathematics teachers' to enable them to extend their professional development. There is a good range of resources that are very well organised and catalogued. The subject manager is aware of the need to constantly review the resources and has identified specific areas for improvement, such as an increase in the amount of relevant computer programs.

SCIENCE

85 Attainment in science for seven year olds matches the standard expected in the work seen during the inspection. This is rather different from the results of teacher assessment, both in 2001 and at the time of the previous inspection. In the work seen, almost all pupils in Year 2 are working at least at the expected level. However, few are on course to achieve the higher levels possible at this age. This makes it difficult for the school to reach the national average in teacher assessments for seven year olds. Despite this, there is a general improvement over time. The improvement is attributed to a more secure teacher knowledge of the curriculum, the use made by the school of the most recent national guidance for the curriculum, improved resources and a strong insistence on a practical approach to activities in the subject. Progress is satisfactory overall. In the light of prior attainment pupils achieve satisfactory standards.

86 The volume of written work seen is relatively slight. A great deal of curriculum time is spent on practical work. It is clear that pupils learn useful practical skills as they predict, observe, record and come to sensible conclusions about scientific phenomena. For example, pupils in Year 2 investigate the changing states of matter in their experiments on melting and freezing and when they observe what happens to bread as it is toasted. Year 1 pupils investigate soundproofing enthusiastically as part of their work on the senses, finding out

which material best absorbs and muffles sound. These pupils predict what they think will happen and with the teacher's support decide how to make their investigation a fair test. Pupils in Year 2 enjoy making an electrical circuit using various components to light a bulb and make a buzzer work. Some pupils are frustrated at the failure of a circuit to work when faulty components do not work. However, this sometimes leads to the beginnings of how to test a component for reliability. Pupils understand how to make the necessary connections and then record in words and symbols what they have done and seen. Teachers' plans and examples of pupils' work show that there is good coverage across all elements of the curriculum. Pupils with special educational needs benefit from the support they get in lessons and the practical nature of the work. As a result they make good progress in relation to their prior attainment. There are no pupils for whom the use of English language is a barrier to learning. Pupils learning English as an additional language make progress at a rate similar to other pupils in their class.

87 The teaching is good. All the lessons seen were of good quality. Teachers are confident in their subject knowledge and activities are well planned to enthuse and intrigue pupils. As a result pupils work hard, enjoy what they are doing and concentrate for long periods of time. Although time and resources are well used overall, during the inspection some electrical components did not work properly and this caused difficulty for teachers and frustration for pupils. Teachers manage practical activities well and because the control of pupils is efficient, plenty of time is available to focus on the work. Teachers have to waste little or no time reproving pupils and instead circulate during activities, praising and encouraging as necessary. Teachers have good strategies to ensure that all pupils are included in the full range of activities.

88 The subject is managed efficiently. Resources have been improved following identification of priorities and funds have been spent appropriately. The curriculum has been strengthened following use of recent national guidance and the purchase of a commercially produced scheme of work to enhance and support teachers' knowledge. The subject makes a significant contribution to pupils' personal development. Teachers convey a sense of wonder in the natural world as they present the content of their lessons. This provokes pupils' curiosity. Pupils gain a great deal morally and socially as they develop the skills of working together on investigations. They develop a clear understanding of what is acceptable and what is not acceptable. Literacy and numeracy skills are used in science lessons. Although some tasks involve filling in a worksheet, some require pupils to create their own language in recording investigations. Other tasks require careful measurement and recording of results. There is some use of ICT, for example to present data in graph form and in the use of a CD-ROM for research purposes.

ART AND DESIGN

89 During the inspection it was possible to see only a limited number of lessons. From the analysis of the pupils' work on display, discussions with the subject manager, teachers and pupils, it is clear that the standards overall are above the national average in art. This is an improvement on the findings of the previous inspection report where standards were judged to be in line with those expected nationally. The introduction of a nationally recognised scheme of work is providing a more structured approach to the activities that are delivered in lessons across the year groups.

90 By the time pupils are seven, they have developed a good range of skills, for example in their observational drawing and in the understanding of how to use line, tone and texture in their work. In a Year 2 lesson pupils use a wide variety of media to create high quality pictures and models of tawny and barn owls. They are able to produce the varying colours and texture

of the feathers by using textiles, chalk and seeds and can explain why they have used a specific method to achieve an effect. For example, a pupil talks about using thin strips of light brown paper to form the 'star shape' of the feathers that surround the eye of the owl. In a similar lesson in another Year 2 class the pupils are developing a very good awareness of how to use different types of pencil for shading techniques. They can distinguish that it is easier to produce a shadow effect with a softer pencil and a line effect with a harder pencil.

91 Pupils in Year 1 are studying the techniques and processes involved in painting in the style of Claude Monet. They are exploring the effects that can be achieved through the use of different media, such as paint, pastel and felt tip pen. During the lesson pupils take turns to use sponges and paint to create the background feature of a large Monet-style painting. Art is used very effectively throughout the school to illustrate other subjects in the curriculum, for example in Year 2 where pupils have produced good quality pencil sketches of Florence Nightingale.

92 Out of the three lessons observed, two were very good and one lesson was satisfactory. In the very good lessons the pupils are presented with a range of well-organised resources. They are encouraged with good ongoing support from the teacher to freely explore different creative techniques, for example the 'smudging' effect created by rubbing lines drawn with pastels. Because the teachers have high expectations of the quality of work that is produced, pupils respond in a very positive and creative manner. They take great care as they work on their designs; for example a pupil carefully chooses materials of different textures to reproduce the feathers on his model of an owl.

93 There is good management of the subject. The manager is aware of the need to review and modify the recently introduced scheme of work, to produce a policy document and to further develop a portfolio of examples of the pupils' work. As mentioned in the previous report there is still a lack of opportunities for pupils to work with clay but the school has plans to develop this area of the curriculum. There is a good range of well-organised resources.

DESIGN AND TECHNOLOGY

94 During the inspection only two lessons were seen but a number of design and technology activities were observed in art lessons. For example, in Year 2 pupils made hand puppets as part of their lesson on drawing and printing pictures of owls. A range of other evidence, such as displays and photographs of pupils' work, discussions with the teachers and looking at the planning of lessons, was available. On the basis of this evidence, appropriate opportunities are being provided to develop the pupils' knowledge and understanding in the subject. Since the previous inspection the introduction of nationally recognised schemes of work is ensuring that all the pupils are receiving appropriate learning activities. Overall the pupils' standards of attainment are in line with national expectations.

95 Seven year old pupils designed and made hand, string and stick puppets. They showed good development in their ability to cut out a pattern and in their sewing skills. Pupils displayed a good understanding of three-dimensional features when designing and making the model of an owl using a range of different materials, such as textiles, twigs and cardboard cones. They drew and made models of vehicles using various ways of joining and fixing wooden wheels and axles. In a Year 1 lesson the design and technology activities are linked to the literacy topic of traditional characters in a story. Pupils were asked to work in pairs to draw their ideas on the design of a home for a character of their choice. They explained the reasons for their designs, for example a castle-style home for the giant in the story of 'Jack and the Beanstalk' or a home with plenty of stairs for the 'Gingerbread Man' to

escape. When talking about making the homes, pupils suggested suitable materials for specific purposes, such as plastic for the windows and tissue paper for curtains. Pupils in Year 1 have used paper strips and ribbon to develop their weaving skills and have designed and made model pots and pans using various materials and joining methods, for example small plastic containers with cardboard handles attached by cello tape.

96 Because of the limited number of lessons seen, no judgement is made on the quality of teaching. In the Year 1 lesson the teacher made good use of the work already discussed in literacy lessons to stimulate the pupils' interest in their design brief. The pupils worked well with a partner and produced good detailed drawings. In a Year 2 lesson good use was made of the knowledge of a parent helper to help the pupils develop their sewing skills when making hand puppets. Pupils were very creative when designing the clothes for their finger puppet.

97 The subject is well managed. The teacher responsible for the subject monitors the planning of other teachers and is aware of the need to review and modify the new schemes of work in light of their recent introduction. The manager is looking at ways of extending the opportunities for pupils to extend their chances to use tools to cut and join a range of materials. The resources used in the teaching of the subject are well organised and readily available.

GEOGRAPHY AND HISTORY

98 Insufficient lessons were seen to make a judgement on the quality of teaching. The evidence of written work was limited and no judgement is made on standards of attainment. Much work goes home with pupils and other work is oral in content. In the few lessons seen and in discussion with pupils there are examples of effective teaching and learning where pupils make good progress. Displays of pupils' work are at the expected standard for the age of pupils. The work seen suggests work of a similar standard to that seen at the previous inspection. Some aspects of both subjects have not been covered well enough. New schemes of work have recently been adopted and the subjects are due for review in the next school year.

99 In history, pupils learn to compare life now with past periods. For example, Year 1 pupils contrast toys or laundry articles used by their parents or grandparents with those of the present day. They gain first hand experience of washday, using a scrubbing board and dolly peg, which they find fascinating. Consequently, they are thinking in a very real way about how things have changed and improved, whilst developing positive attitudes to the subject. In Year 2 they compare hospital conditions in the Crimean War with current medical care when studying how Florence Nightingale affected health practices. Some higher attaining pupils begin to explain why things happened, for instance the link between dirty conditions and patients' recovery. Similarly most pupils remember how Louis Braille helped the blind.

100 A strength in both year groups is the way pupils are taught to look carefully at artefacts as when they make accurate and sensitive observational drawings. For example, Year 1 pupils use pencil sensitively to record the shapes and textures of old laundry items and all of the Year 2 pupils drew accurate portraits of Florence Nightingale. In role-play, younger pupils think of simple questions to ask in order to find out about the past. This is not systematically built on for the older pupils. By Year 2 many pupils begin to use books and understand that the Internet can be used to access information. Their understanding of the different ways that the past can be represented and interpreted is adequate. The evidence of recorded work was slight. Tasks seen did not always extend the higher attaining pupils sufficiently.

101 In geography pupils learn about their own locality, making good use of visits and walks around the local area. Year 1 pupils are interested in the travels of Barnaby Bear as teachers make good use of their contacts to enable Barnaby to send postcards from different parts of the world. An important church link with a village in Tanzania is used to give older pupils some insight into life in a contrasting country. As in history, good opportunities are presented for pupils to gain first hand knowledge – for example by sampling fruit and vegetables in order to understand similarities and differences in diet between themselves and an African village. Some opportunities to develop geographical skills are missed, as in a Year 2 class where pupils were told answers when looking at a set of photographs rather than being expected to think for themselves. Planning indicates insufficient continuity between Years 1 and 2 in the development of key skills such as mapping or the acquisition of subject vocabulary.

102 Nationally recommended schemes of work have recently been adopted, giving a secure basis for a broad and balanced curriculum. A major strength is the way that teachers in parallel classes plan together. Not only does this ensure equal opportunities across each year group, it also provides a beneficial sharing of ideas and resources. Much work is contained within a topic or theme such as 'Ourselves' or 'The Living World'. This approach offers valuable cross-curricular links, for example when the texts used in the literacy hour are related to the current topic, helping to maximise the limited time available for the two subjects. Currently there is no identification of core historical and geographical knowledge and skills so that these can be taught consistently across the year groups. As in the previous inspection, assessment is limited to the general evaluation of each teaching unit with insufficient evidence being gathered about how well different groups of pupils are progressing. Because the subjects have not been a major priority recently, relatively little monitoring has taken place to identify strengths and areas for further development in teaching, provision or resources.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

103 Attainment matches the standard expected when pupils are seven. Very good improvement has taken place since the previous inspection when standards were judged to be below expectation. The improvement is the result of better teacher knowledge and teaching of computer skills, a clearer idea of what the curriculum should be and a marked improvement in the provision and use of computers. This improvement has taken place before teachers have had their nationally funded training and is very much due to the enthusiasm and determination of the headteacher, subject managers and staff.

104 In the lessons seen, pupils have ready skills in using the pointing device (computer mouse) and entering information using the keyboard. They access menus and other on-screen features. Year 1 pupils reflect their work in religious education by using a paint program to create their 'special person'. The images are colourful and show a good sense of line. Pupils enter text to explain who the person is and why that person has been chosen. The program gives pupils access to a range of different tools such as 'pencil', 'paint brush' and 'spray can'. Pupils change tools and colours well. Other Year 1 pupils use a word bank. They are amazed at the speed text can be entered and how the word bank helps them to get through a task quickly. They combine their own text to add to what the word bank offers. This work is related to their literacy work on well-known traditional tales and their characters. Year 2 pupils interrogate a database of their own preferences to answer the teacher's and their own questions. They use the navigation bar well and open and close the program independently. Pupils in both Year 1 and Year 2 print their own work. Other Year 2 pupils enter information into a database so that it can be presented and printed out in a range of different graph forms. Almost all pupils make good progress and most pupils acquire new skills enthusiastically and rapidly. Pupils identified as having special educational needs make

good progress because they receive good support during lessons from the teacher, as well as from learning support assistants and from the computer technician. Although lessons were not seen in all aspects of the curriculum, planning shows full coverage of the curriculum. Given the knowledge of teachers and the enthusiasm of pupils, standards of attainment match the standard expected. The progress pupils make enables them to achieve satisfactory standards from what was previously a low starting point.

105 The teaching is good. The school spends a good deal of time planning and preparing lessons and this makes good use of existing teacher knowledge. Staff are looking forward to enhancing this when they get their nationally funded training next term. There are very good strategies for managing lessons in the computer suite. Pupils are attentive and focus well on what the teacher has to say. In a very good Year 1 lesson, the teaching strategies and the way in which a new concept was introduced had the pupils hanging on every word the teacher said. As a result they approached the task with great enthusiasm and vigour. Lessons are well organised and very good use is made of additional staffing. Those supporting lessons know pupils well and are well briefed about what they have to do. Teachers are good at encouraging pupils to use computers at home to practise the skills learned at school. Teachers take lessons confidently and at a good pace. This sense of confidence and urgency transfers to pupils.

106 ICT is well managed by two competent subject managers. There is a well thought out development plan for the subject. Resources are very good and well used for dedicated ICT lessons. There is currently no coherent system for assessment but this is planned for. Staff development has been effective in preparing teachers for the content of their lessons. Because there has been determination in moving the subject forward, pupils benefit in their personal development. They are given good opportunities for working together and co-operating. They meet with success and this gives them a good view of themselves and their capability. Because they know that they are making progress they want to know and to learn more. ICT is well used to support learning in a range of other subjects. For example, pupils practise their literacy skills and learn spellings on computers. They practise numeracy skills and learn how to present data in graph form and how to analyse it. They use CD-ROMs to access information for other subjects. The schools internet link is not yet being used while policy is being clarified with parents.

MUSIC

107 On the limited evidence from lessons in Year 2 during inspection and from discussion with pupils and scrutiny of teachers' planning, standards match those expected by the age of seven. In lessons observed in Year 1 the standards achieved are in line with expectations. The pupils keep a beat, clap a rhythm together, follow a conductor and know the names of untuned percussion instruments and how to play them. They also appreciate that some percussion instruments make long sounds and others very short ones. For example, pupils differentiate between the longer sustained sound of Indian bells and the shorter 'clap' of the claves. Also, they begin to recognise a simple graphic score that shows long and short marks that tell them when to play. The first attempts at 'playing' this were reasonably successful. The pupils know a variety of songs, which they sing from memory. In the work seen, standards are similar to those found at the previous inspection.

108 Judged by the singing heard in assembly, the standard of singing is good, especially as the school usually has to rely on recorded music to accompany the songs. Pupils sing in tune and the words are clear.

109 Evidence from talking to a small group of Year 2 pupils suggests that coverage is appropriate and all elements of the music curriculum are included, with opportunities to compose and to appraise music.

110 Progress is satisfactory overall and good in singing. The pupils are confident singers and enjoy the challenge of songs from different countries, the words of which may not be English.

111 All pupils enjoy music and are enthusiastic when asked to play or sing. They respond to the teachers' questions and listen to each other. One pupil was sufficiently confident to sing a solo during the class assembly. Everyone participates in the music lessons and has fun. The pupils behave well during the lessons and know that instruments should not be played except at the appropriate time. Most treat the instruments with respect.

112 The quality of teaching is at least satisfactory, often good or very good. Where the teachers are interested and enthusiastic, pupils are well motivated and successfully achieve the required standard. Questions are used effectively to extend pupils' knowledge and they are confident to respond. A range of activities and good pace hold the pupils' interest throughout lessons.

113 There is a conscientious and interested subject manager who has prepared a comprehensive plan of action to improve music across the school. This has included additional guidance for staff on a range of musical activities to use with their pupils, an audit of instruments and the review and up-dating of the policy.

114 Pupils sing in the church for the various Christian festivals such as Christmas, Christingle, Easter and others. Some of the older pupils have also sung for the local senior citizens.

115 Visiting musicians who play strings, guitar or piano, a theatre company which uses music to create atmosphere and a visit to the theatre to see 'Joseph and His Amazing Technicolour Dream Coat' enhance the pupils' musical curriculum.

116 At the time of the previous report the subject manager was a music specialist. Although this is no longer the case standards in the subject have been maintained and the present manager is confident and able to offer support to the staff.

PHYSICAL EDUCATION

117 Attainment in physical education matches the expected standard when pupils are seven. Some pupils exceed this standard and achieve well. This is the result of a well-organised scheme of work, consistent planning and expectations on the part of teachers and good use of accommodation and resources. Standards have been maintained since the previous inspection.

118 Year 1 pupils move in a variety of ways using different stimuli. For example, in a taped dance lesson they take the part of a bus driver and passengers, moving at different speeds according to the tempo of the music. These pupils co-operate well and work hard in small groups. Although they begin by showing a good sense of space, as the activity progresses they forget about this and tend to bunch together. A similar situation is found in a gymnastics lesson with a parallel class. These pupils use body shapes creatively and imaginatively but they, too, forget the discipline of using space as the activity progresses. Year 2 pupils benefit a great deal and respond to the high challenge of working with a visiting expert in games and

are completely absorbed and involved in the learning. Many reach a high standard as they work together in small teams. They remember previous teaching, telling the teacher that to be successful they need to 'keep the head up' to be aware of what is happening around them. They quickly begin to adopt strategies such as moving into space for the benefit of teammates, rapid changes of direction and using opponents as a shield. They learn to manoeuvre an opponent into a corner to restrict the use of space.

119 The teaching is good overall. Some teaching is very good. Teachers have good routines for the start of lessons. Pupils get changed briskly and are ready to learn when lessons start. They know about good use of a warm-up and about health and safety issues in lessons. Teachers use their subject knowledge effectively. The school's use of a visiting specialist enriches the opportunities presented to pupils. Lessons are planned in year teams so that all pupils get similar experiences. Many lessons are pacy, involving pupils intensively in the learning. Occasionally there is an imbalance of instruction and time for practice. When this happens pupils do not have long enough to develop their skills. Teachers make good use of pupil demonstration to evaluate attainment and encourage higher standards. They use questioning and observation to assess informally what pupils achieve. However, there is no simple and manageable system for recording these assessments. Occasionally a pupil is unable to take part in the lesson. At present there are no strategies for finding other ways to involve these pupils in the learning. Beyond this, teachers make sure that lessons include appropriate opportunities for pupils of all ability levels.

120 The subject is effectively managed. Resources are sufficient for the needs of pupils, although some equipment, while in good condition, is rather big for pupils of this age. Some agility mats have worn edges. Good use is made of the accommodation and although it has to be used for other purposes, it is kept immaculately clean and has sufficient space. In summer, activities happen outside on the field. The curriculum provides sufficient coverage of all necessary aspects of physical education. It is enhanced in a number of ways, including the use of the visiting specialist and the provision of sports day in summer. There are no other activities out of normal lesson time. Physical education provides good activities for pupils to develop self-confidence and a positive self-image. It extends their opportunities to co-operate and to compete in a healthy atmosphere.