

INSPECTION REPORT

BERRY BROW INFANT AND NURSERY SCHOOL

Berry Brow, Huddersfield

LEA area: Kirklees

Unique reference number: 107599

Headteacher: Mrs J Manterfield

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 2 – 5 December 2002

Inspection number: 246694

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Birch Road Berry Brow Huddersfield
Postcode:	HD4 7LP
Telephone number:	01484 222805
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Lawton
Date of previous inspection:	6 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	Mr P Dennison	Registered inspector	Educational Inclusion English as an additional language Mathematics Art and design Geography History Physical education	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19669	Mrs F Kennedy	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19041	Mr R Linstead	Team inspector	Special educational needs English Design and technology Religious education	
23453	Mrs C Cressey	Team inspector	The Foundation Stage Science Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Berry Brow Infant and Nursery School is situated two miles from the centre of Huddersfield. The school was built in 1873 but was extensively redeveloped in 1999 to become an open plan building. There are 143 pupils on roll, taught in six classes, plus another 47 who attend the nursery part-time. The proportion of pupils on the school's register of special educational needs is in line with the national average; one pupil has a statement of special educational need. The proportion of pupils who are eligible for free school meals is above the national average. The majority of pupils are of white, U.K. heritage, with some pupils of Pakistani or Black Caribbean heritage. The percentage of pupils whose mother tongue is not English is higher than most schools although only two pupils are at an early stage of acquiring English. There is a wide range of attainment on entry to the school, although overall, attainment on entry is below that expected for the age group. The school has undergone a turbulent period in the last few years and only one member of teaching staff remains in post from the last inspection.

HOW GOOD THE SCHOOL IS

This is a good school. The headteacher and senior staff provide excellent leadership and the school is very well managed. The governing body provides very effective support. Consequently, after a period of considerable disruption which included many staff changes, standards of attainment are beginning to improve. Standards in English, mathematics and science are in line with the national expectations for the age group. The teaching is good and this is helping to improve standards. Staff ensure that all pupils are able to take a full part in all aspects of school life. The pupils have positive attitudes to learning and their behaviour is good. The school provides good value for money.

What the school does well

- The headteacher and senior staff provide excellent leadership and the school is very well managed.
- The quality of teaching is good overall and much is very good. Support staff make a very positive contribution to pupils' learning.
- The provision for children in the nursery and reception classes is very good.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.
- The school cares well for its pupils and has developed very effective systems to monitor their progress.
- The provision for pupils' personal development is very good.
- The school keeps parents fully informed about their children's progress and works hard to involve parents in supporting their children's education.

What could be improved

- There is room for further improvement in pupils' attainment in English and mathematics.
- The lack of space in the school hall restricts physical education activities.

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 last inspected in October 1997. Progress since then has been satisfactory overall, although recent improvement has been very good. Standards in English, mathematics and science as measured by the results of the national tests for pupils in Year 2, had declined since the last inspection, and in 2002 they were well below the national average. Under the excellent leadership of the new headteacher, the school has improved standards in these subjects. Standards in all three subjects are now in line with the national average and pupils make good progress. The headteacher and governors have ensured that the issues from the previous inspection have been successfully addressed. Curriculum planning has improved; the role of subject co-ordinators has been developed; very effective systems have been established to monitor pupils' progress and set targets for improvement; and resources have been improved. The health and safety issues raised in the last report have been dealt

with. The headteacher has established a very clear programme of school improvement and the school is now in a very strong position to make further progress.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	C	D	E*	E
Writing	C	C	E	E
Mathematics	D	E	E	D

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

Standards are improving. In the 2002 National Curriculum tests in Year 2, pupils' performance was well below the national average in writing, mathematics and science and very low in reading, in the lowest 5% of schools nationally. The results in 2001 and 2002 were affected by disruption due to many staffing changes and the high proportion of pupils with special educational needs. The evidence of the inspection is that the pupils are now achieving well. Attainment by the end of Year 2 is in line with the national average in reading, writing, mathematics and science.

Pupils make good progress in the nursery and reception classes and by the time they complete the Foundation Stage the great majority achieve the early learning goals established for the age group.

The school sets realistic but challenging targets for pupils' attainment and monitors their work carefully in order to track progress. Evidence from the inspection indicates that the targets for 2003 are likely to be met.

Attainment in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education is broadly in line with expectations at the end of Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. They work hard and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development and relationships are very good. Pupils co-operate well with each other and their teachers. When given opportunities to carry responsibility they are trustworthy and show initiative.
Attendance	Attendance is in line with the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. It has improved since the previous inspection and has a positive effect on the progress and attainment of all pupils. Teaching in the nursery and reception classes is very good. In Years 1 and 2, teaching is good overall and much is very good. No teaching is less than satisfactory.

Lessons throughout the school are well planned and organised. Work is well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teachers have appropriately high expectations of behaviour and attainment. Where teaching is very good, pupils are encouraged to work responsibly, and are given opportunities to work independently and in pairs or groups. Relationships are very positive. Pupils respond well to teachers' expectations of good behaviour and concentrate well. On occasion, when teaching is less successful, the work lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress. The teaching of English and mathematics is good overall and much is very good, and the skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils with special educational needs, and those for whom English is an additional language, are well supported and make good progress.

Pupils respond well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant learning opportunities to support pupils' academic and personal development. Activities are well matched to the needs and abilities of the pupils. The curriculum is enhanced by the good use of visits and visitors.
Provision for pupils with special educational needs	Good. Pupils with special educational needs make good progress. This is because the school identifies and meets their individual needs clearly and early.
Provision for pupils with English as an additional language	Pupils with English as an additional language are well supported and make good progress. They are fully integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is very good. The positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares for its pupils very well. Staff know their pupils well as individuals and work hard to ensure their welfare.

The school has established a good partnership with parents and this enables parents and carers to make a good contribution to their children's learning in school and at home.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and has established a very positive climate for learning in the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors support the headteacher very well. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

There are sufficient well-qualified and experienced teachers to meet the needs of pupils. The accommodation is satisfactory. However, the hall is very small and this restricts the range of physical education activities. The school has a good range of learning resources to support learning.

The school makes good use of the principles of best value to make effective use of the financial resources available. These are used well to support the priorities identified in the school development plan. The budget surplus which had accrued in recent years has been spent wisely for the benefit of pupils. It has been used to establish the computer suite; to develop outdoor play facilities and to provide additional staffing.

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. • Their children make good progress. • The behaviour in school is good. • The teaching is good. • The staff are approachable. • Children are expected to work hard and achieve their best. • The school is well led and managed. • The school helps their children to become mature. • The school works closely with parents. 	<p>A small number of parents would like</p> <ul style="list-style-type: none"> • More information about their children's progress; • Homework provision improved.

Parents expressed much satisfaction with the school's provision. The inspection team agrees with their positive comments. A few parents have reservations about the homework policy and the information provided about pupils' progress but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide range of attainment on entry to the school, although, overall, attainment is below that expected for the age group. Pupils make good progress in the nursery and reception classes and by the time they complete the Foundation Stage the great majority achieve the nationally agreed early learning goals established for this age group. This is due to the very good range of activities provided and the very good quality of the teaching.
2. Pupils' performance in the 2002 national assessments in Year 2 was well below the national average in reading, writing and mathematics. The results in reading were in the lowest five per cent nationally. Teacher assessments indicate that attainment in science was in line with the national average. In comparison with schools with pupils from similar backgrounds, the results in reading and writing were well below average. The results in mathematics were below average. The results in all three subjects have declined since 1999. They have been adversely affected by considerable disruption in the school caused by many changes of staff which has impaired teaching and learning. These staffing problems have now been overcome. Evidence from the inspection indicates that attainment in reading, writing, mathematics and science is now in line with the national average.
3. These improvements are the result of an increased proportion of teaching which is good or very good and the implementation of the national strategies for literacy and numeracy which have provided a framework for planning and led to a clear focus in lessons. The school has also developed clear strategies to monitor and improve the quality of teaching and learning. Improvements in the assessment of pupils' attainment and the tracking of their progress have also helped to raise standards. The school has effective systems in place to monitor progress and set clear targets for improvement. Teachers have high expectations and pupils respond very positively. Pupils make good progress as they move through the school and most achieve well.
4. By Year 2, pupils are attentive listeners. They speak accurately to say what they think, feel, remember, notice and want to know. They are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. By the end of Year 2, higher attaining pupils are able to read simple texts with some accuracy and the more fluent readers are successfully enjoying short stories. They have a good understanding of what they have read, provide detailed accounts of the story and are able to predict likely outcomes. Pupils are on course to reach the expected standards by the end of the year. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences. However, the boys are not yet doing as well as they should in Year 2 and still achieve markedly lower standards than the girls in reading and writing. The school has begun to tackle this inequality through much improved reading resources and changed teaching styles. As a result, there is now less difference between boys' and girls' standards in the Year 1 classes.
5. In mathematics, pupils in Years 1 and 2 make good progress. By Year 2, pupils are achieving overall standards that are in line with the national expectations. They have an appropriate mathematical vocabulary. Most have a good understanding of pattern in

number and know the difference between odd and even numbers. They develop skills of simple data handling and can construct and interpret graphs. The higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. They can work out simple problems mentally. However, there is a need to develop pupils' mental skills and their ability to use their mathematical knowledge to solve problems. Lower attaining pupils have a limited ability to recall number facts mentally but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.

6. Pupils make good progress in science in Years 1 and 2. By the end of Year 2 they possess a sound scientific vocabulary and knowledge. They are able to observe changes, make sensible predictions and record their observations appropriately in notes and drawings. Pupils are developing their scientific skills well because their knowledge and understanding are acquired mainly through investigation.
7. Standards in information and communication technology (ICT) are broadly in line with expectations at the end of Year 2. The school now has a computer suite and teachers are using this facility very effectively for the development of computer skills. By the end of Year 2, most pupils use the keyboard reasonably proficiently and control programs effectively using the mouse.
8. Attainment in religious education is in line with expectations by the end of Year 2. Pupils have learned about major Christian Festivals and the life of Jesus. They have begun to learn about other world religions.
9. Attainment in physical education, art and design, design and technology, geography, history and music is in line with expectations.
10. Pupils with special educational needs make good progress in relation to their individual education plans. Progress in lessons is good as a result of the high quality of support and the good match of work to pupils' needs and abilities. Pupils with English as an additional language are also well supported and achieve well.

Pupils' attitudes, values and personal development

11. The pupils have positive attitudes to the school and their behaviour is good. They enjoy school and are enthusiastic about all school activities. These are important factors in the good progress they make during their time in the school. There have been no permanent exclusions in recent years and only once in the last twelve months has the headteacher found it necessary to impose a fixed period exclusion, for behaviour which the school considered to be totally unacceptable.
12. The youngest children settle quickly and happily into nursery routines and are confident in choosing and participating in learning activities. During the inspection they were icing the Christmas cake they had made the previous day. They were happy to take it in turns to use the hand mixer and eager to make predictions as to what colour the egg whites might become after they had been whisked. The reception children are equally happy and confident. They benefit greatly from the close attention given to their personal, social and emotional development. This is reflected in the very positive way they relate to one another and in the independent way in which they select activities and resources.

13. Pupils with special educational needs have positive attitudes to work. This is because of the effective support they get. For example, teachers make sure that they are included in discussions. They join in fully because teachers carefully choose questions to match their understanding. Similarly, pupils who are at an early stage of acquiring English are well supported and fully included in all activities. They respond very positively and play a full part in school life.
14. Pupils in Year 1 and Year 2 behave well in lessons and work with good levels of concentration. During class discussion, for example in literacy lessons, they listen attentively to others' contributions and are keen to put forward their own ideas. Their willingness to work co-operatively with a partner or as part of a group is a very good feature in their learning. For example, in a Year 1 numeracy lesson the pupils were involved in a measuring activity. They worked sensibly in pairs, readily supporting and learning from one another. In a Year 2 science lesson the pupils worked well together, in small groups, to incorporate a simple switch into an electrical circuit. During discussion at the beginning of the lesson they showed a good understanding of the dangers of electricity.
15. During the inspection there were many occasions when the teaching engendered a spiritual response from the pupils. The nursery children were filled with awe as they examined the colours and patterns inside an ice balloon. Pupils in Year 1 were overjoyed during a science lesson when, in a darkened room, a beam of natural light was reflected off the shiny surface of a spoon. During a special 'Decorating the Tree' assembly, in which the pupils and staff were joined by a large number of parents and carers, a very moving sense of wonder was created when the pupils came forward to hang their decorations on the Christmas tree.
16. Relationships at all levels are very good. The pupils are friendly towards one another and have a very good understanding of how unkind words and actions can affect others. They have a ready smile for visitors and they show respect for all the adults who work with them. They appreciate the need for school rules and they understand the 'Thinking cloud' system which operates throughout the school and which gives pupils who break the rules time to think about their actions and about how they can improve their behaviour. Pupils and parents agree that instances of bullying, unkindness or inappropriate behaviour are very rare and are dealt with effectively by staff when they do occur.
17. The pupils are well behaved in the dining room. Reception children and Year 1 and 2 pupils are conscious of the good manners expected of them by the lunchtime supervisors. Year 2 pupils take responsibility for helping the reception children to put on their coats, after lunch, and for escorting them to the playground. Behaviour in the playground is good. The pupils play together amicably, sharing the array of toys provided for their enjoyment. They respect the system for allocating time to play on the exciting new climbing frame and they are very keen to win the weekly 'Tidy Friday' competition which gives extra time to the class with the tidiest classroom.
18. The pupils' attendance rate is improving steadily and last year it was in line with the national average for primary schools. The vast majority of absence is due to illness or holidays. Punctuality is good. Most pupils arrive on time in the mornings and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 82 per cent of the teaching observed was good or better, including 54 per cent that was very good. No teaching is less than satisfactory. The quality of teaching has improved since the previous inspection with a much greater proportion that is now very good.
20. Teaching in the nursery and reception classes is very good and is very effectively led by the co-ordinator. Teaching in the nursery has improved considerably since the last inspection when it was judged to be satisfactory. All staff have a secure understanding of what children are expected to have learned by the end of the reception year. Lesson plans and schemes provide a very good framework for learning and ensure that there is progression and challenge as children move from the nursery into reception class. Planning is exceptionally clear and detailed with challenging learning objectives, which ensure children's knowledge and understanding are built on as they move from nursery to reception. This has a positive effect on the quality of the teaching and learning across the Foundation Stage. Staff work very well together, are enthusiastic and have high expectations of the children. They recognise the importance of play and first hand experiences and provide imaginative opportunities for children to engage in independent play. This has a very positive effect on the good progress children make towards the early learning goals.
21. The experiences provided in the nursery and reception classes are interesting and challenging and are focused very closely on what children need to learn. Activities are very well organised and appropriate to promote communication, language, literacy and mathematical development. Teachers carefully plan the day to ensure there is a good balance of teacher directed activities and child initiated ones and considerable emphasis is placed on developing children's basic skills and this has a very positive effect on the progress children make in Years 1 and 2. In a reception class literacy lesson, the teacher used a big book to read the story of Goldilocks. Children were encouraged to join in the reading of familiar words and phrases. The teacher also challenged children to think about the story and what the characters were likely to do next. As a result, early reading skills were developed well. Staff are well organised to provide very effective support as children work and play independently. Questions and comments are challenging and carefully phrased to develop children's thinking and provide children with opportunities to choose and articulate their own decisions. In a reception class mathematics lesson when children were exploring solid shapes, the teacher helped them to understand the difference between two-dimensional shapes and three-dimensional solids. By the end of the lesson most children could name and recognise sphere, cube and cuboid. They had lots of opportunities to handle and build with the solid shapes, which they enjoyed, but the teacher also ensured that the relevant language and understanding was being developed. The lesson ended with a game of building a tall tower using a range of different cuboids. Children were challenged to think carefully in order to keep the tower stable as they added the blocks.
22. Teaching in the nursery and reception classes is often exciting and interesting, capturing children's imagination and making them very eager learners. Children are given very clear instructions about what it is they are expected to do. As a result they move quickly to tasks, using the time well to reinforce or extend their learning. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Staff use questions, comments and observations very well to extend learning and to assess children's progress in order to plan for future learning. A very good example of this was observed in the nursery class when children

were making Christmas cakes. The activity was very well prepared and organised and the teacher used the opportunity to develop children's vocabulary relating to the ingredients used and the need to weigh them using scales. All children were fully involved in the activity and had great fun. The following day, children were observed making 'cakes' using playdough and the teacher used the opportunity to recall the earlier experience and help children to remember the ingredients used and the process of making the real cake. Again, very good questioning developed their conversation and introduced mathematical language such 'around' and 'on top' when they were looking at cake decorations. Later that day, children had the opportunity to sample their Christmas cake and staff took great care to make this a very positive social occasion.

23. Teachers throughout the school plan work carefully. They have high expectations and take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in English. At the beginning of each lesson they make sure that pupils understand the purpose of the activity and what they will be learning.
24. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress.
25. Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. Teachers effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work.
26. On the few occasions where teaching is less than good, it is usually because the work provided lacks challenge and the pace of the lesson is slow. At times, lessons lack a sufficiently sharp focus and pupils' response slows, with an adverse effect on the progress made.
27. The teaching of English and mathematics is good overall and much is very good. Teachers generally have high expectations and provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies for planning activities. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. A good example was observed in a Year 2 English lesson where pupils identified verbs and sorted them into present and past tense. Very good planning ensured that work was well matched to the needs and abilities of the pupils. The teacher's lively approach and very good relationship with the class meant that pupils were fully engaged in the activities. In a Year 1 mathematics lesson on measuring, clear demonstrations and good questioning ensured that all pupils, including those with special educational needs, were fully involved. The teacher provided challenging activities and encouraged pupils to think for themselves.
28. The quality of teaching in science is good. Practical work is well organised and pupils are helped to develop good skills in scientific enquiry. Lessons are challenging and

very successful in engaging the interest of pupils. The high quality of questions used by teachers is very effective in consolidating the pupils' previous learning and in extending their existing understanding. In a Year 2 science lesson, the teacher began by reviewing pupils' knowledge and understanding of electricity before challenging them to create a circuit in order to light a bulb and then to develop a switch to turn the light on and off. Clear planning, good questioning and well presented resources all helped pupils to tackle this activity with success.

29. Teaching of information and communication technology is good. Work is well planned with clear learning objectives. Pupils respond with enthusiasm and work well together. Lessons are well organised to ensure that pupils receive a good level of individual support to enable them to gain new skills and concepts.
30. Staff are very confident in teaching music and they use the scheme of work well to systematically build on pupils' knowledge, understanding and skills. Music lessons are well structured and tasks are challenging.
31. The quality of teaching in physical education is good. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Teaching is enthusiastic and this is reflected in the pupils' response.
32. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work.
33. Pupils with special educational needs are given very effective support in lessons to help them to overcome particular difficulties and to make good progress. Work is well matched to meet pupils' needs, basic skills are well taught and there are appropriately high expectations of what pupils are capable of achieving. Effective strategies are used to involve special needs pupils in the whole curriculum and to enable them to succeed. Class teachers and support staff work well together to plan appropriately for these pupils and to assess what they have learned. They have established very effective relationships with the pupils so that they are able to encourage them to try hard, and their sensitive approach helps to maintain pupils' self-confidence.
34. The school's provision for teaching pupils with English as an additional language is good. From the earliest age, the school ensures that the pupils receive the support that they need to be included in all classroom and other activities.
35. Parents are involved in their children's learning through reading activities and mathematical games at home. Parents are kept informed of their children's learning and are encouraged to build on the activities the school provides to enhance further their children's learning.

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

36. The school effectively meets all the needs of its pupils, helping them to flourish through the provision of a good range of high quality learning opportunities. It places considerable emphasis on nurturing high quality personal and social skills and this has a very positive effect on pupils' progress and their attitudes to learning.

37. In both the nursery and reception classes the curriculum is now based on the six areas of learning and emphasis is placed on providing children with high quality first hand experiences to help them make good progress towards the early learning goals. The school has developed a cohesive scheme to cover the two years of the Foundation Stage. This enables the reception class to build effectively on what children have learned in the nursery and has a positive effect on the progress children make towards the early learning goals.
38. All subjects of the National Curriculum and religious education are taught in full. Policies and schemes of work are in place for all subjects and are based on the National Curriculum programmes of study and the locally agreed syllabus for religious education. Schemes of work are based on the national guidelines and are chosen carefully to ensure that activities and tasks are well matched to the identified learning intentions. Yearly, termly and weekly plans are sufficiently detailed to provide a good framework for learning and ensure that skills, knowledge and understanding are effectively developed as pupils move through the school. Sufficient time is allocated to all subjects and considerable thought has been given to the planning of the timetable to ensure that pupils' interests and levels of concentration are well catered for.
39. The literacy and numeracy strategies are implemented well. Pupils are organised into sets for English and mathematics and this enables work to be well matched to the abilities and needs of all pupils. Initiatives such as Early Literacy Support, the literacy development worker and 'Reading Friends' (adult volunteers who support pupils) provide support for pupils who learn at a slower rate.
40. The school has a very clear commitment to equality of opportunity and this is very obvious in the way the school is organised and all pupils are fully included in the teaching and learning. The special needs of lower attaining pupils and those with special educational needs are recognised and all pupils' contributions are valued. This has a positive effect on the self-esteem of all pupils and impacts on the progress they all make. Pupils for whom English is an additional language are well supported and make good progress.
41. Arrangements for pupils' personal, health and sex education are good and are underpinned by the school's ethos and values. There are agreed policies for health, sex and drugs education in place. Time is made available to develop these areas in ways which are appropriate for the ages and needs of the pupils. Issues which are seen as particularly important, such as drugs and conservation, are dealt with through drama, story and circle time. The development of citizenship and the responsibilities of the individual and the group are apparent throughout the curriculum and in the sensitive way the school is organised. Pupils take part in local festivals and fund raising initiatives to develop their responsibility to their local community.
42. The school's links with the community are good. The local environment is used well to develop pupils' historical and geographical understanding. For example, a visit to the local church helped pupils to understand the significance of Remembrance Day and to appreciate the contribution people from the past made. Other links, including the fire service, health authority and local clergy, all enrich pupils' learning.
43. The school's strong links with the local playgroups and schools make a good contribution to the ease with which pupils settle into their new schools. Local schools share training initiatives to improve skills and competencies in order to improve the quality of teaching and learning in subjects such as physical education and personal, social, health and citizenship education.

44. The use of local visitors and well-planned visits extend pupils' knowledge and understanding well. Pupils have opportunities to visit theatres, museums and localities very different from their own, such as Southport. Through a good range of extra-curricular and sporting activities the school enriches the statutory curriculum and enhances personal and social skills.
45. Provision for pupils' personal development is very good overall. It is at the heart of the school's aims and has improved since the last inspection. There are very good arrangements to promote pupils' moral and social development. Provision for spiritual and cultural development is good.
46. Teachers give pupils many opportunities to learn and think about the spiritual world. For example the dressing and lighting of the Christmas tree each year is set in a service of praise and prayer. Daily assemblies include opportunities for prayer and reflection. Class and whole school assemblies celebrate and encourage personal achievement in and out of school. The school meets the requirement for a daily act of collective worship of a broadly Christian character. Year 2 pupils described the importance of prayer to them. Year 1 pupils worked hard without asking for help when the teacher reminded them of their motto: "I can do it".
47. Pupils' moral and social development are promoted very well. In lessons and assemblies, teachers emphasise consistently and continuously the difference between right and wrong and the need to consider others. All adults in the school set a very good example to pupils. They aim to create an orderly environment, and to help pupils to become responsible members of the community. As a result there are good standards of behaviour, cooperation and concentration, which enhance the quality of learning. Pupils take care of each other, of property and buildings, and show a great sense of pride in their school. The staff work hard to build in pupils an awareness of the school as a community, where each member is valued. Pupils are expected to take care of their surroundings and to take responsibility for classroom equipment. Pupils are encouraged to work in pairs and small groups and help each other in many ways.
48. The school is particularly strong in its development of pupils' personal confidence and self-esteem. For example, pupils' understanding of the school's vision of "reaching for the stars" often shows in their determination and persistence as learners. Pupils have the chance to support charitable work, particularly for children less fortunate than themselves. Inspection evidence agrees with the view of almost all the parents that the school helps their children become mature and responsible.
49. Experiences in literature, art and music increase pupils' knowledge of their own and other cultures. Visits to the local church widen pupils' understanding of heritage. For example Year 2 pupils looked closely at the war memorial to local men, and wrote down questions they would ask of soldiers. Occasionally, visitors such as local poets and artists share their skills and talents with groups of pupils. Religious education lessons interest pupils in the cultures of six major world faiths. The school year includes celebrations of the Chinese New Year, Diwali, Poppy Day and a French Day.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school continues to place strong emphasis on caring for and meeting the needs of its pupils. A friendly, happy atmosphere exists in the school and all the staff work hard to make learning fun for the children in the Nursery and Reception classes and for pupils in Years 1 and 2. This feature of the school was highly praised by parents and carers at the pre-inspection meeting with inspectors.
51. The very good care and guidance provided for the pupils are now supported by well documented and consistently implemented policies. Child protection procedures and recording arrangements are thorough and adhere to guidelines provided by the local education authority. The school nurse, who is a governor of the school, is a regular visitor and makes a very good contribution to the work of the school, in helping to promote the pupils' health and general well-being and in strengthening links with parents and carers. Procedures for dealing with accidents are very good and pupils who are unwell are cared for sensitively until their parents can be contacted. The school makes good provision for pupils with special educational needs and for pupils for whom English is an additional language. Great care is taken to ensure that equality of access and opportunity is provided for all the pupils, irrespective of gender, race, background or ability.
52. The major health and safety risk, identified in the last inspection report, has now been remedied. Secure fencing has been erected around the outdoor play areas and the school gate is kept closed when pupils are playing out of doors. The quality of outdoor play has been greatly improved by the recent acquisition of a very imaginative climbing frame, which is used by all the pupils, on a rota basis.
53. Procedures for the assessment of the pupils' attainment and progress are very good, which is a significant improvement since the last inspection. There is a clear and comprehensive assessment policy which is reviewed regularly. Careful records of each pupil's attainment are kept from entry to the school and are passed on from year to year. Pupils' progress is tracked continuously in reading, writing, science and mathematics. Results are analysed by age, gender and ethnicity and also take into account pupils for whom English is an additional language. The system identifies strengths and areas for development, on a regular basis, and helps teachers to plan for the next stage of the pupils' learning. As a result, challenging class, group and individual targets are set. Procedures are particularly well developed for English and mathematics where teachers throughout the school set clear individual targets for improvement for each pupil. Teachers have developed easily manageable systems for assessing progress in the remaining subjects on the curriculum. Pupils with special educational needs are identified at an early stage and where necessary, they are provided with individual education plans. The progress of all pupils is reviewed regularly against the targets they have been set. Pupils requiring specialist help, for example, for physical or for specific learning difficulties, are provided with the necessary support and guidance from outside agencies.
54. Procedures for monitoring and supporting the pupils' personal development are good. There is a properly co-ordinated approach to implementing the personal, social, health and citizenship programme of study. High priority is given to promoting the pupils' understanding of the principles of a healthy lifestyle. Fruit is provided for morning snack and pupils are encouraged to play out of doors whenever possible. Umbrellas are provided on wet days and a large, well constructed gazebo provides shelter from the sun in the summer months. The school places emphasis on encouraging good relationships and developing an appreciation of what it means to be part of a caring

community. The pupils are learning how the choices they make and the ways in which they behave affect other people. In June 2002 the school achieved a 'Healthy School Award' for high standards in a number of areas, including personal, social and health education and the school's physical and social environment.

55. The school's arrangements for monitoring and promoting positive behaviour and for eliminating oppressive behaviour are very good. School rules are agreed with the pupils at the beginning of the school year. They are displayed all around the building, encouraging the pupils to smile, to be friendly, to listen to other people, to work hard and to keep their school tidy. A 'Tidy Friday' scheme is designed to inspire the pupils to keep their classrooms tidy. Classrooms are inspected by the caretaker at the end of the week and the pupils with the tidiest classroom are rewarded with extra time on the very popular climbing frame in the playground. Positive attitudes and behaviour are given whole school recognition in the weekly celebration assembly, to which parents and carers are invited. Pupils who break the rules go to the 'Thinking cloud' in the classroom, where they can think about how they have misbehaved and consider how they are going to behave when they return to their work. If they continue to misbehave they go to their key stage co-ordinator's cloud. The headteacher's 'Thunder cloud' is a last resort but rarely used because behaviour in the school is good. The system works very well and was praised by parents and carers at the pre-inspection meeting with inspectors. Copies of the behaviour and anti-bullying policy statements are given to all parents when their children join the school. Parents are involved appropriately whenever an individual pupil's behaviour is giving grave cause for concern.
56. Very good induction procedures and excellent links between the Nursery and Reception classes ensure a smooth transition from home to school and from the Nursery to the Reception class. Throughout their time in the school the pupils' attendance and punctuality are monitored carefully. The educational social worker gives good support to the school by following up concerns raised by the school in relation to irregular attendance. Since September 2002, with extra funding from the local education authority, the school has been able to improve arrangements for following up unexplained absence. Parents are now contacted on the second day of absence if a reason for absence has not been given. This is having the effect of reducing the level of unauthorised absence which last year was above the national average. Procedures for improving attendance are good. The importance of regular attendance is strongly emphasised at meetings for new parents and in the 'Welcome' booklets which are provided for parents when their children join the school. The high profile given to attendance matters and the strengthening of links with parents has resulted in good improvement in levels of attendance over the past year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Since her appointment the headteacher has worked hard to develop the positive relationship with parents that existed at the time of the last inspection. Parents and carers now have very positive views about the school and appreciate the attitudes and values which the school promotes. The consultation exercise, prior to the inspection, revealed that parents and carers consider the school to be well led and managed. They feel the school works closely with them and they would feel comfortable in approaching the school with problems or questions concerning their children. They are of the view that teaching is good and they feel their children are making good progress. The vast majority of parents and carers are of the opinion that the school expects its pupils to work hard and achieve of their best. They feel their children like school and are helped, by the school, to become mature and responsible. They consider behaviour in the school to be good. The inspection findings support all these positive views.

58. The quality of the information provided for parents and carers is very good. Pupils' annual written reports now provide parents with detailed information about their children's attainment in the core subjects of English, mathematics and science and report on progress in all other areas of the curriculum, including personal, social, health and citizenship education. Pupils' targets are shared with parents and can be discussed with class teachers at the bi-annual parents' consultation evenings. The school keeps parents well informed about the progress of pupils with special educational needs. Parents of pupils on the register of special educational needs are appropriately involved in setting and reviewing their children's targets, in line with the new Code of Practice.
59. Regular newsletters are a very good feature of home-school communications, and help to keep parents and carers fully informed with regard to school events, outbreaks of childhood illnesses, the school's policy on behaviour and the importance of regular attendance and punctuality. In addition to the school prospectus, parents are given very useful 'Welcome' booklets when their children are about to enter the Nursery or Reception classes or when they are transferring to Year 1. Since the last inspection the school has implemented a home-school agreement which explains how parents, pupils and the school can work together in harmony to fulfil the aims of the school and achieve high standards of work, behaviour and attendance.
60. Parents and carers are given good opportunities to contribute to school improvement through a questionnaire, which is distributed to parents annually, and through the governing body's annual report which has space for parents and carers to comment or pose questions which are then raised at the governors' annual meeting.
61. The parents and carers give good support to their children's learning in school and at home. They are given advance information about topics to be covered during the term, enabling them to contribute to their children's education by, for example, retrieving information from the Internet, borrowing books from the library or visiting places of interest linked to topic work. A home-school reading scheme is in place and Nursery and Reception children may borrow books from the school library, while older pupils have access to library books and also 'Maths is Magic' resources, which are very popular. A small number of parents and friends of the school help inside school, listening to readers, assisting in lessons and organising the school bank. Several volunteers have been trained as 'Reading Friends', to listen to pupils read, thus supplementing the home-school reading scheme. Parents and carers are invited to the weekly celebration assembly and other special events inside school. During the inspection week a large number of parents joined the pupils and staff for the 'Decorating the Christmas Tree' service in the school hall. This was a very moving and enjoyable occasion.
62. The school gives parents and carers good opportunities to come into school and work with their children. A recent family learning afternoon proved very popular and worthwhile. The Year 1 and Year 2 pupils and their parents worked together on a wide range of art and craft activities. This led to a craft morning, held during the inspection week, when a small number of parents met for coffee in the school hall and experimented with an extensive assortment of art and craft materials to produce Christmas cards and decorations of the highest quality. Activities such as these encourage and equip parents to participate more fully in their children's all-round education.

63. The school has an active parents' association, 'Friends of Berry Brow Infant and Nursery School' (FOBBINS), which raises valuable additional funds for the school, through the annual Christmas Fair, raffles and events such as fashion shows and bonfire parties. The association contributed a large part of the funds raised for the purchase of the new climbing frame which has very much improved the quality of outdoor play for the pupils. Money generously donated by FOBBINS has also been used recently to improve the outdoor play facilities for the Nursery and Reception children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The school is very well managed. The headteacher provides excellent leadership, promoting and sustaining a clear sense of direction for the work of the school and this has a very positive effect on pupils' attainment. Since her appointment as headteacher, the school has improved considerably. The senior staff provide very effective support. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. They have established a caring and supportive ethos for the school. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all. The headteacher has developed a very effective working relationship with the governors, won the confidence of parents and established a very clear programme of school improvement. She has been instrumental in establishing a whole school curriculum plan and has introduced systems to monitor and track pupils' progress. The school had suffered a period of major disruption due to staff changes. These staffing issues have now been resolved.
65. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Systems of curriculum planning have been successfully developed and there are now schemes of work for all subjects. The role of subject co-ordinators has been developed and they are now effectively involved in the monitoring and evaluation of standards, planning, teaching and learning. Very effective systems have been established to monitor pupils' progress and set targets for improvement. Resources have been improved with a new computer suite, improved resources to support literacy and numeracy and the development of very good outdoor play facilities. The health and safety issues raised in the last report have been dealt with. The headteacher has established a very clear programme of school improvement and the school is now in a very strong position to make further progress.
66. The governing body plays a very effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. The governors are regular visitors to the school and they are kept well informed about the issues. This enables them to make a positive contribution to supporting the work of the school. They provide good support for the school and are effectively involved in decisions about finance and the curriculum. Individual governors have links with curriculum areas and special educational needs.
67. The school improvement plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.

68. The management of special educational needs is very good. Detailed policies and procedures ensure that the provision is well managed, with good relationships and liaison between the co-ordinator, class teachers and teaching assistants. Identification, support and monitoring procedures are organised in an effective manner. Good use is made of the educational psychology service and other outside agencies to enhance pupils' progress. The progress of all pupils with special educational needs is monitored and tracked. There is clear evidence of pupils making good progress and, when appropriate, being removed from the register.
69. The school has effective strategies in place to promote the skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively.
70. All staff have curriculum responsibilities. Co-ordinators make a very positive contribution to the management of the school. They are responsible for managing their subjects and providing curriculum support. They are also involved in monitoring teachers' planning and pupils' attainment. The headteacher has introduced good systems to monitor the quality of teaching and learning. She also carries out regular classroom observations and some monitoring has also been done by subject co-ordinators. Systems have also been established to monitor pupils' attainment and to set clear targets for improvement.
71. Governors have a good strategic overview of the school's finances. They are fully involved in budget setting and regularly review spending. Financial planning to support educational initiatives is good. The finance committee provides effective support for the headteacher in decision making and uses the budget effectively to achieve educational targets. Decisions are closely linked to priorities in the school improvement plan, for example the improvement of resources for information and communication technology. The school makes efficient and effective use of specific grants such as those for the support of pupils with special educational needs. Governors are appropriately involved and take a close interest in planning and monitoring the school's budget. The budget surplus for 2001/2002 was earmarked for additional spending on computers and outdoor play equipment. The budget has also been used effectively to provide additional classroom support staff.
72. Governors consider a range of options before making decisions about spending. Competitive quotations are evaluated carefully against the value for money they would provide and decisions are made prudently. Financial control and monitoring are good. Efficient day-to-day management and administration by the school administrative staff, particularly of financial matters, and the ordering and control of equipment ensure minimum disruption to teaching and learning and make a positive contribution to the smooth running of the school. The secretary's office provides a welcoming and friendly introduction to the school for parents and visitors, typifying the very good relationships that exist in the school.
73. There are sufficient staff to meet the demands of the curriculum and cater for the needs of all the pupils. Teachers are well qualified and have good subject knowledge. Teaching assistants work very effectively with individuals and groups and make a very good contribution to pupils' learning. Teamwork between teachers and support staff is very good. The caretaker, school meals and supervisory staff help to provide a clean, safe and healthy environment for pupils and make a valuable contribution to their well-being. Staff changes during the last two years have meant that some pupils have been taught by temporary teachers for extended periods; the variability of the learning

experience has had a negative impact on attainment. These staffing problems have now been resolved.

74. Arrangements for staff development are good, and the development of teachers and support staff is linked to the school improvement plan as well as their own identified needs. Good performance management procedures are embedded in the practice of the school. The school has good procedures for the induction and mentoring of new staff. This has been recognised by the recent award of Investors in People status.
75. The accommodation has been improved since the previous inspection. The school has been remodelled internally to provide open plan areas for teaching and learning. However, accommodation for indoor physical education is very limited. The school hall is very small and this restricts the activities. Games lessons have to take place outside and are therefore dependent on the weather. Outdoor accommodation is good. The school has developed the large play equipment available for pupils and the children in the nursery and reception classes have a well-organised outdoor area. These features provide a physically challenging environment in which pupils can learn and play.
76. Since the last inspection there have been improvements in the range and quality of resources to support learning in all areas of the curriculum. These are now good. Pupils now have access to a new computer suite. This has had a positive effect on raising standards in information and communication technology.
77. The school has a clear set of aims. These are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. To improve the school further, the headteacher, staff and governing body should:
 - (1) further improve the standards of attainment in English and mathematics by fully implementing the School Improvement Plan;
(paragraphs 4, 5, 91,101,104,111)
 - (2) continue to explore ways in which the hall could be extended to provide more space for physical education.
(paragraphs 75, 149)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	21	11	7	0	0	0
Percentage	0	54	28	18	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 more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	23.5	143
Number of full-time pupils known to be eligible for free school meals	-	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	1.1

National comparative data	5.4
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	30	28	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	15	25
	Girls	24	26	26
	Total	35	41	51
Percentage of pupils at NC level 2 or above	School	69 (79)	71 (81)	88 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	25	26
	Girls	26	26	27
	Total	42	51	53
Percentage of pupils at NC level 2 or above	School	72 (79)	88 (90)	91 (79)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	107	1	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	14	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	10	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.8
Average class size	23.8

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	113

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	33

Financial information

Financial year	2001/2
	£
Total income	405,625
Total expenditure	412,507
Expenditure per pupil	2,171
Balance brought forward from previous year	34,139
Balance carried forward to next year	27,257

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 62.8%

Number of questionnaires sent out	191
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	17	2	0	0
My child is making good progress in school.	58	36	1	1	4
Behaviour in the school is good.	60	36	2	0	3
My child gets the right amount of work to do at home.	39	37	9	0	15
The teaching is good.	61	31	0	1	8
I am kept well informed about how my child is getting on.	47	41	8	2	3
I would feel comfortable about approaching the school with questions or a problem.	74	22	3	1	1
The school expects my child to work hard and achieve his or her best.	66	28	3	0	3
The school works closely with parents.	54	36	4	1	5
The school is well led and managed.	67	26	0	0	8
The school is helping my child become mature and responsible.	61	33	0	1	5
The school provides an interesting range of activities outside lessons.	38	34	6	4	18

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

79. The school's provision for children in the Foundation Stage is in the nursery and reception class. Since the last inspection the provision has improved, particularly in the nursery class, and overall it is now very good. The early years curriculum is now very effective in providing a wide range of challenging and focused experiences based on the early learning goals for the six areas of learning. In both the nursery and reception class stimulating well-structured activities promote early reading and writing and numeracy skills very effectively and provide children with a very good start to their education. All staff contribute to an effective assessment system which details children's progress in acquiring the skills, knowledge and understanding they need to reach the early learning goals and move confidently into the National Curriculum. Parents are involved in their children's learning through sharing storybooks and games at home. Parents are kept informed of their children's learning and are encouraged to build on the activities the school provides to enhance further their children's learning.
80. The overall attainment levels of most children entering the nursery are below those expected nationally. Teaching in the Foundation Stage is very good and this has a very positive effect on children's learning. As a result, most children achieve well and by the time they move into Year 1 they have made significant gains in their learning. The majority of children meet the early learning goals in all six areas of learning.

Personal, social and emotional development

81. Teaching to promote personal development is very good and the majority of children will meet the early learning goals by the end of the reception year. All staff use praise and encouragement effectively to promote positive behaviour and personal, social and emotional development. Children are given very clear instructions about what it is they are expected to do.
82. Children enjoy coming to school and happily leave their parents at the start of sessions. They are eager to learn new skills and to explore new ideas and to develop relationships with adults and each other. The rules and routines of nursery and school life are explained well and as a result children are confident in knowing what is expected of them in a safe and secure environment. Emphasis is placed on helping children to develop an understanding of appropriate behaviour and what is right and wrong. Children are learning to share and take turns in a variety of extremely thoughtful and well-planned situations. For example, the number of children allowed to play in different activities is limited, to encourage children to share and to negotiate for turns. Children are reminded to be polite and to put up their hands to answer questions or make comments in a group situation. The youngest of children work independently for sustained periods of time and respond well to the challenge of 'hard work'. Older children are eager to share their successes with adults and friends. Relationships are very positive and through together times and religious education lessons children are encouraged to reflect on their feelings, actions and experiences. There are well-planned opportunities for children to develop a sensitivity and awareness of their own uniqueness and the wonder of the world around them. Expressions of sheer delight were heard as children in the nursery shared with their parents the joy of Christmas as they decorated the school's tree and switched on the lights.

Communication, language and literacy

83. Teaching of communication, language and literacy is very good and the majority of children will achieve the early learning goals by the end of the reception year.
84. Language and literacy are given a very high priority. Exciting activities and imaginative play situations provide opportunities for children to talk about their experiences. Challenging questions, comments and imaginative activities are used to extend children's thinking. In the nursery, their attention is drawn to new vocabulary, which they are then prompted to use in their play and talk. For example, during the inspection children were introduced to new vocabulary as they made and decorated a Christmas cake. By the end of the week children were using the new words with confidence and understanding as they engaged in conversation with adults. By the time children move into the reception class they are becoming more attentive listeners and confident speakers.
85. Very clearly labelled displays, alphabet and sound friezes and individual name cards in both nursery and reception help children develop early reading and writing skills. The youngest children in nursery are encouraged to recognise their own names and by the time they move into reception most children make very good attempts to write their own names, using capital and small letters with increasing accuracy. Children are encouraged to make marks on paper as they write letters to Father Christmas or write invitations to imaginary parties. Games and activities systematically introduce nursery children to letter names and initial sounds. More formal structured activities in the reception class build on these skills well and above average children write their own simple sentences using familiar letters, sounds and words. Inviting and comfortable book corners promote a love of books and children are learning to handle books with care. Nursery children know about authors and illustrators and higher attaining reception children are reading simple books with increasing confidence. All children take games or books home on a regular basis to share with family members. This has a very positive effect on children's progress in learning to read. Elements of the literacy strategy are implemented well for children in the reception class.

Mathematical development

86. Teaching of mathematics is very good and most children will achieve the early learning goals by the end of the reception year. The nursery and reception classes provide a wide range of activities to promote mathematical understanding. Through well-planned topic work they explore number, pattern, shape and measurement. In the nursery children learn to use mathematical ideas and skills in practical situations, such as when they weigh out the ingredients to make Christmas cakes or sort presents into heavy and light. In both classes children have opportunities to compare, match, sort, order, sequence and count using a wide range of interesting games, routines and experiences. In the reception class number lines, sticks and fingers are all used to extend children's understanding of number to twenty and beyond. Children consider size, shape and position when playing with two and three-dimensional shapes, small world toys or emptying and filling containers in the very well resourced sand and water play area. Very precise high quality teaching enables reception children to develop a very good understanding of positional language and the properties of three-dimensional shapes. Elements of the National Numeracy Strategy are implemented with imagination for children in the reception class and this has a positive effect on children's achievements.

Knowledge and understanding of the world

87. Teaching of knowledge and understanding of the world is very good and the majority of children will achieve the early learning goals by the end of the reception year. Early scientific skills are developed as children use magnets to discover the properties of different objects. Reception children excitedly observe the changes that occur when corn is cooked and becomes popcorn. The celebration of festivals such as Diwali, Eid and Christmas develop children's understanding of their own community and culture and those of other people. They learn about the passage of time through celebrating birthdays, counting the days to Christmas using an advent calendar, talking about the days of the week and the changing seasons and weather. They are confident in working independently with a wide range of construction toys and are able to design and make their own models and discover how things work. The computer is a popular choice and children are confident and competent in using different programs to support their learning in mathematics, language and literacy and art.

Physical development

88. Teaching is very good and most children will achieve the early learning goals by the end of the reception year. Provision has improved since the last inspection. Outdoor activities are now very well planned and each day children experience a wide range of good quality activities and challenging tasks to promote their physical development. In addition the reception class children have structured lessons to promote further their physical development. A very good range of challenging large equipment is available on a daily basis to help children in both nursery and reception develop their physical skills. Confidence and skill are exhibited as children balance, climb and swing on the very good equipment available. There is a wide range of wheeled toys which children manoeuvre well avoiding other children and planned obstacles. Emphasis is placed on developing children's skills when handling small equipment, such as bats, balls, hoops, tools, construction toys and malleable materials and most children competently handle a variety of tools and materials safely and with care.

Creative development

89. Teaching to promote creative development is very good and has improved significantly since the last inspection. The majority of children will meet the early learning goals by the end of the reception year.
90. Children enjoy a very good range of experiences in art, dance, music, story and imaginative play. The nursery provides children with a very good range of opportunities to use their imagination and develop their use of language to express ideas. With very sensitive adult guidance children learn to use appropriate vocabulary and language structures. In the reception class, further opportunities to develop children's imagination are provided and are also well planned and stimulating. Children dress up in special outfits and plan parties. Very well structured music lessons and a good range of musical instruments, songs and rhymes throughout the Foundation Stage, help to develop children's understanding of sound and rhythm and pattern. There are many independent activities available for children to develop their senses through investigating texture, shape and colour. Staff provide materials with interesting real and made textures from which children can choose to create their own designs. Children work with play dough, clay and junk materials to create two and three-dimensional pictures and models. Sand and water are available for children to explore on a daily basis and are always stimulating and well planned to extend children's knowledge and understanding.

ENGLISH

91. By the end of Year 2, standards in speaking and listening, reading and writing are similar to those in most primary schools. Standards have improved this year, but in speech and reading, are lower than the above average levels reported at the last inspection. This reflects disruptions to learning in the last three years, caused by instability of staffing and inconsistencies in teaching. Pupils' achievement in Years 1 and 2 is now good. This is because of much improved teaching quality, which is also the reason why Year 2 pupils' standards are now very much better than those achieved in the 2002 national tests. Teachers have now reversed the decline in reading and writing standards that has gone on for the last four years. However, the boys are not yet doing as well they should in Year 2 and still achieve markedly lower standards than the girls. The school has begun to tackle this inequality through much improved reading resources and changed teaching styles. As a result, there is now less difference between boys' and girls' standards in the Year 1 classes.
92. By the end of Year 2 pupils are attentive listeners. They speak accurately to say what they think, feel, remember, notice and want to know. However, because of the strong focus in the literacy hour on reading and writing skills, teachers sometimes miss opportunities to develop pupils' speech further. Weekly music lessons and enthusiastic singing throughout the school enhance pupils' listening skills and improve the clarity of their speech. Two or three times a year all pupils get a taste of speaking in public when their classes present assemblies. As a result, nearly all pupils speak confidently.
93. Pupils make good progress in reading throughout the school. This is because teachers make sure they learn letter sounds, patterns and shapes thoroughly from the nursery onwards. Another strength of the learning is the pupils' enjoyment of reading. Teachers tell and read stories excitingly. Pupils are therefore keen to learn to read by themselves, and to answer questions and write about stories. Slower learning pupils make steady progress because of effective adult support at school. The progress of pupils with special educational needs and those whose mother tongue is not English is also good, because of the extra attention they get in reading groups in class. Apart from a small group of boys in Year 2, pupils are on course to reach the expected standards by the end of the year.
94. A strong feature of the development of reading has been the big investment in and reorganisation of books, so as to improve the quality and range of reading material for teachers and pupils to choose for both home and school use. For example, from reception onwards pupils regularly take home both a reader and a library book. This has made a real impact on standards. Pupils of all abilities know how to use indexes and contents pages to look things up. Year 2 pupils read back their own writing and use simple dictionaries to check spellings.
95. By the end of Year 2, standards in writing, including handwriting and spelling, are as expected for pupils' ages. This is because teachers provide regular practice each week. Nearly all pupils have readable writing in pencil, space words out and punctuate sentences with full stops and capital letters. Pupils therefore begin to use writing effectively to record new learning in several subjects, for example science, geography and history. By the end of Year 2, pupils work in a good range of forms: notes, labels, instructions, poems, cards, letters, stories and summaries. Higher and average attaining pupils order ideas accurately and begin to use complex sentences. Lower attaining pupils often make very good progress in handwriting in Year 2.

96. A strength of the teaching of writing is the effective use of links to other subjects. This improves the quality of writing by drawing on pupils' recent experience. For example, Year 2 pupils learned to write clear instruction sentences, because the subject was the wind up toys they had just made in design and technology. Teachers also develop writing well by giving pupils' writing a real purpose. For example, Year 1 pupils wrote sentences of thanks linked to their observational drawings, such as "Thank you for kiwis." and "Thank you for pudding."
97. The quality of teaching is good. During the inspection, the teaching was never less than satisfactory and in most lessons it was good or very good. The main strengths of the teaching are: very good management of pupils; thorough teaching of basic skills; the careful match of work to each pupil's achievement; and the effective use of well-prepared resources.
98. Good relationships between pupils and teachers establish good listening from the start in which pupils readily learn both from the teacher and each other. For example, in a Year 2 literacy lesson all pupils quickly learned how to make past tense verb forms through careful listening to the teacher's explanations as she showed clearly how it was done. In good lessons teachers also encourage pupils to learn effectively by talking about what they know, and use pupils' speech to take learning on. Skilled questioning often draws in shy pupils, those with special educational needs and those whose mother tongue is not English. Further strengths of teaching are teachers' effective use of the best and most recent guidance and their good knowledge of the National Curriculum and the National Literacy Strategy. Teachers make sure that all pupils know exactly what they are to learn and why. They expect pupils to do their best, and pupils rise to this challenge. Pupils are organised into ability sets for English lessons and this enables work to be well matched to the abilities and needs of all pupils.
99. The only significant weakness in the learning is that teachers do not provide enough opportunities to improve pupils' speech. For example, at the beginning of literacy lessons, teachers do not always give enough time for pupils to read aloud with or after them, and to recite or to talk in pairs to share ideas.
100. As a result of the effective help and support they get from teachers and classroom assistants, pupils with special educational needs make good progress. Pupils who are learning English as an additional language do as well as other pupils, because teachers make sure they understand new work and vigilantly involve them in new learning. As a result, pupils who have a limited knowledge of English when they first come to the school make rapid progress. Teaching staff and children give full and sensitive support to all new pupils.
101. Leadership and management of the subject are very good. The school gives high priority to reading and writing development. There has been a rapid turn around and improvement in standards as a result. The assessment and recording of attainment and progress is very good and there are effective systems to monitor the progress of pupils as they move through the school. The co-ordinator has a very good understanding of the strengths and weaknesses of pupils' learning, and a clear view of priorities for development for each year group and how to meet them.

MATHEMATICS

102. Standards in mathematics are rising. In the 2002 National Tests, pupils in Year 2 attained overall standards that were well below the national average and below average in comparison with similar schools. These results were affected by the major disruption to teaching and learning caused by numerous staff changes in 2000 and 2001. These problems have now been overcome and evidence from the inspection indicates that standards have improved and are now in line with the national average. Pupils achieve well. The school ensures well that all groups of pupils have an equal access to the curriculum and there are no significant differences between the attainments of boys and girls.
103. The improvement in standards is the result of good teaching and clear planning based on the framework provided by the National Numeracy Strategy. This has brought clear improvement in the development of pupils' mental skills and their understanding of mathematical processes. The introduction of systems to monitor progress and set clear individual targets for improvement have also played an important role in improving standards. Grouping pupils by ability has helped to ensure that work is well matched to their needs.
104. Pupils throughout the school make good progress. By Year 2, pupils have an appropriate mathematical vocabulary, knowing, for instance, the meanings of more than, double, take away and halve. Most have a good understanding of pattern in number and know the difference between odd and even. They are encouraged to use and develop their skills of mental arithmetic and higher attainers make good progress in this area. This is an area for further development however, as some pupils still have limited ability. The higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. Lower attaining pupils at this stage add two digit numbers with the aid of apparatus or by counting objects. Pupils develop skills of simple data handling and can construct and interpret simple graphs. They learn to tell the time. Pupils have a secure understanding of common shapes and use non-standard units to measure length and mass. Higher attainers measure length and mass using standard measures such as centimetres and grams. Higher attaining pupils use their knowledge successfully to calculate simple problems involving addition, subtraction, multiplication or division. Lower attaining pupils have a limited ability to recall number facts mentally but they are able to use apparatus effectively to aid calculations. The school is aware of the need to develop pupils' ability to make use of their mathematical skills and knowledge in order to solve problems.
105. Pupils with special educational needs and those for whom English is an additional language are well supported and they make good progress. Their attainments are closely monitored and future learning needs are clearly identified. They work at the appropriate levels of the numeracy strategy and make good progress in relation to their previous attainment. Teaching assistants are employed well in giving advice and encouragement on a one-to-one or small group basis.
106. Pupils approach mathematics with confidence and enthusiasm. They co-operate well with their teachers, sustain concentration well and take pride in their work, which is well presented. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. These positive attitudes to learning have a beneficial effect on their attainment and progress.

107. The quality of teaching is good. Members of staff are well-trained in the methods of teaching both mental and written skills. The school also places an appropriate emphasis on organising active learning wherever possible and this was seen in a very effective lesson in Year 1 when pupils were involved in a practical exercise, measuring objects. They were interested and involved in the activity. Good questioning from the teacher helped them to make good progress.
108. Classroom management skills are very good and this enables teachers to use a range of teaching styles including whole class, group and individual tuition. Lessons usually begin with a lively session of oral work that effectively develops pupils' mental recall skills and promotes their use of different strategies to answer questions. Group or individual tasks are then completed and lessons usually have a lively pace to which pupils respond well. Lessons end with a session which is used to review and reinforce learning.
109. Features of the good teaching are the high expectations of behaviour and attitude to work, the very good management of pupils and the variety and effectiveness of teaching methods. In a Year 2 lesson on fractions, the teacher ensured that work was well matched to the range of ability in the class, providing activities that were challenging but enjoyable and thus helping pupils to make good progress. Very effective use of praise and encouragement ensured that pupils were fully involved and keen to learn. Teaching is imaginative and includes challenging activities which build well on what pupils already know. Mental skills are developed well. In a Year 2 lesson, for example, the teacher had high expectations of her class and they responded accordingly. A very effective mental session involved the whole group and the teacher ensured that higher attaining pupils were provided with appropriate challenges. Pupils were counting on and back in multiples of two, five and ten. They then looked at sequences of numbers and had to predict the next numbers.
110. A range of well planned activities is used to provide a broad and balanced mathematical curriculum which motivates pupils' interest. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments and written marking. There are regular assessments of pupils' attainment and progress. These are used by teachers to ensure that work is well matched to pupils' needs and abilities.
111. Mathematics has been a priority area in the school development plan and the school has effective strategies to develop numeracy. The subject is very well led and managed. The subject manager has a clear enthusiasm for mathematics which inspires both pupils and staff members. She is very knowledgeable and provides a role model of very good teaching strategies. A comprehensive action plan has been developed to support the school improvement plan, which has an appropriate concentration on this core subject. These initiatives have been influential in the good overall improvement in the subject since the last inspection. There is a good range of resources to support learning and these are used well, although there is a need to develop further the use of computers to support learning in mathematics. Pupils' work and assessment results are monitored regularly to ensure that standards of attainment are maintained or improved. There are effective systems in place to monitor the quality of planning, teaching and learning. The co-ordinator provides support and advice as necessary. There is an effective system of target setting for individuals and groups, placing the school in a strong position to raise standards further.

SCIENCE

112. In the 2002 teacher assessments in science, standards showed a marked improvement on previous years and although few pupils reached the higher level, overall the number of pupils reaching the expected level was similar to the national average and to that of similar schools. Inspection evidence shows a similarly improving picture and standards are now broadly in line with those found nationally.
113. Improvements are due to improved teaching, an effective scheme of work and the very effective management of the subject. Pupils now achieve well and make good progress. Pupils with special educational needs and those with English as an additional language make good progress. The increased focus on practical investigation, in which pupils apply their knowledge and skills to research problems, has a positive impact on attitudes to science and pupils' learning and is instrumental in an increased number of pupils reaching the higher level.
114. By Year 2, the pupils are developing their scientific knowledge well through a wide range of practical activities and appropriate and challenging ways of recording their findings. They show a secure knowledge of the main parts of the human body and are developing an appreciation of the importance of healthy eating. As they move through the Infants, pupils show an increasing knowledge and understanding of physical phenomena and apply the processes of enquiry systematically to their work and are enthusiastic about the subject. Pupils in Year 2 showed a sense of wonder and delight as they used their knowledge of circuits to light up Rudolph's red nose. Teachers used questioning effectively to challenge higher attaining pupils and as a result they worked out how to add a switch to improve the quality of their design. The precise use of subject vocabulary, which is reinforced consistently, encourages pupils to develop confidence to use the terms in their own responses and recording. They make good progress through good quality teaching and consequently all groups of pupils, including those with special educational needs, achieve well in relation to their prior attainment. They are confident to ask questions and teachers make good use of first-hand experiences and information sources to help pupils to seek answers to their questions independently.
115. The quality of teaching in science is good. Practical work is well organised and pupils are helped to develop good skills in scientific enquiry. Lessons are challenging and very successful in engaging the interest of pupils. Practical investigations give the pupils good opportunities to develop their scientific understanding and make a good contribution to their social and moral development. In most lessons, activities planned for the pupils now provide appropriate challenges to meet the needs of all pupils, including higher attaining pupils. The high quality of questions used by teachers is very effective in consolidating the pupils' previous learning and in extending their existing understanding. Teaching and learning have been improved through the implementation of the national guidelines, which ensure a balance of coverage for all the attainment targets. Confidence in teaching all aspects of the subject has been improved through the very effective support from the coordinator. Pupils' behaviour is well managed and teachers have high expectations of pupils and consequently they achieve their best. The pace of most lessons is good, providing a good balance of direct teaching, discussion and exciting, investigative opportunities.
116. The subject is very well managed. The coordinator provides very strong leadership in the subject and is well qualified to support her colleagues in their professional development. The monitoring role is well established and the coordinator has a very good overview of standards, subject provision and the strengths and weaknesses in

the teaching of the subject. The scheme of work, based on the national guidelines, meets the requirements for the teaching of the subject and now gives sufficient challenge to the more able pupils. The system of assessment built into the scheme is a very effective means of monitoring the progress of pupils against the key learning objectives. The resources and equipment available for science are sufficient in quantity and quality to support effectively the practical activities undertaken by the pupils.

ART AND DESIGN

117. At the time of the previous inspection, attainment in art was reported to be in line with the expectations for the age group. This has been maintained. Throughout the school, pupils make good progress and attain standards that are expected of pupils of this age. Pupils with special educational needs and those for whom English is an additional language make good progress because good support is provided to enable them to take a full part in lessons.
118. Teachers' planning indicates the use of a range of media including drawing materials, paint, printing, modelling and collage during the year. By Year 2, pupils develop an understanding of colour mixing, and the selection of appropriate materials. They express themselves through drawing and painting and modelling and use simple techniques with developing control. Pupils also have opportunities to study the work of other artists and apply this to their own work. For example, Year 2 pupils used the computer to produce their own versions of Mondrian designs. Year 1 pupils looked very carefully at three different nativity scenes painted by Old Masters before working on their own pictures using paint or pastels. Pupils have also had the opportunity to work with local artists and were involved in helping to design a sculpture for the entrance to the school garden. More recently they worked with local artists to produce a very attractive stained glass window in the school.
119. There is a good selection of pupils' work on display around the school which demonstrates that a wide range of media is used. Much of the work is linked to other themes that pupils are studying. For example, in Year 1, as part of their work on Grace Darling, pupils had created three dimensional lighthouse pictures from paper. Earlier work by Year 1 includes good observational drawings of fruit and vegetables linked to a topic on food. Year 2 pupils have produced collages depicting the story of the Creation.
120. The quality of teaching observed was very good. It has a positive impact on pupils' attainment and progress. The teaching is characterised by good organisation, well-prepared resources, secure management of pupils and a shared understanding of what it is the pupils will achieve by the end of the lesson. Work is both challenging and enjoyable, and pupils are encouraged to think about the quality of their work and how they can improve it. Lessons are well planned and prepared with good introductions and clear instructions. Teachers often link art work with other subjects. In the Year 1 lesson on the nativity scene, very good questioning by the teacher helped pupils to look closely and to think carefully. The teachers' clear directions stimulated a thoughtful, responsive approach to their work. Pupils have positive attitudes; they listen carefully and demonstrate enjoyment and independence in carrying out art activities and approach their work with confidence. When it is time to clear up, pupils do this sensibly and efficiently.

121. Management of the subject is good. The school makes good use of the national guidance as the basis for planning a programme of skill development throughout the school. There are adequate consumable resources and the school is developing a collection of reference materials concerning artists and their work. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

122. Year 2 pupils are on course to achieve the standards expected for their ages by the end of the school year. The school uses a good set of guidelines based on the latest national plans for the subject. These ensure that pupils steadily build up new skills and understanding. The curriculum also includes food technology.
123. Pupils have a satisfactory understanding for their ages of design and making processes. For example, Year 2 pupils' planning, designing, making, finishing and evaluating skills developed well together in a project to create a model with a winding mechanism to lower a toy Father Christmas down a chimney. They showed expected levels of skill in developing and communicating ideas; using appropriate tools, equipment, materials and components; and considering how they might improve their work. Pupils like the work because of the challenge and opportunity to solve problems, experiment and use their imaginations.
124. Teachers also provide good opportunities for pupils to find out how things are made by letting them take things apart. For example, Year 2 pupils carefully disassembled cereal packets, turned them inside out, put them back together and used them in models. Teaching in the one lesson observed was good. However, there was not enough evidence to judge the overall quality of teaching and learning.
125. The school links design and technology work well to other subjects. This gives added point to pupils' learning. For example, Year 1 pupils designed models including rocks, stars, sand and sea after they had read a story about a lighthouse. Pupils use skills taught in literacy lessons well in the design process, for example, listing words they will need, writing out instructions, labelling diagrams and writing up evaluations. However, there are not enough opportunities for pupils to use computers in the design process.
126. The co-ordinator leads and manages the work well. Detailed curriculum plans for each project give good support to teachers and ensure that pupils' skills develop steadily. There are clear systems to assess pupils' attainment and monitor their progress.

GEOGRAPHY

127. No geography lessons were observed during the inspection. However, evidence was collected from scrutiny of pupils' earlier work, teachers' planning, and discussions with teachers. From the limited evidence available, standards are in line with the national expectations by the end of Year 2. This is a similar position to that found at the time of the last inspection. However, the geography curriculum has clearly improved since then. Pupils throughout the school, including those with special educational needs, are making satisfactory progress in this subject. There was insufficient evidence available to enable secure judgements to be made about the quality of teaching.
128. In Years 1 and 2, pupils are introduced to a range of geographical skills including the drawing and use of plans and maps, simple route finding and recording weather observations. They build up a geographical vocabulary and develop their knowledge and understanding of their own locality and contrasting environments around the world.

They recognise seasonal weather patterns. By the end of Year 2, pupils are becoming aware of places beyond their own locality and the similarities and differences between their own area and others. They recognise that people earn their livings in different ways in different places and that they may use different forms of transport. They understand that shops and houses vary, reflecting the different needs of people in a specific locality.

129. 'Berry Bear' is used very effectively to stimulate pupils' interest in geography. The bear accompanies pupils on visits around the local area and on holidays at home and abroad. Photographs are used to help pupils develop their understanding of similarities and differences between different locations. Teachers also make good use of maps to identify the places visited. Use is made of visits within the locality to increase pupils' knowledge and understanding of the environment and issues such as transport and journeys.
130. The leadership and management of geography are good. Since the last inspection, work in geography is guided by a scheme of work based on the national guidance for the subject. There are good assessment systems in place to record what pupils know and can do. Planning and pupils' work are checked and feedback given to staff and there are plans to observe the teaching of geography in the near future. Resources are satisfactory. The school is developing a range of reference material and equipment such as globes and maps.

HISTORY

131. The scrutiny of pupils' work completed so far in the school year, together with the observation of a limited number of lessons, indicates that pupils reach standards in line with the national expectations by Year 2. Pupils learn about the reasons for occasions such as Remembrance Sunday and about some important figures from the past such as Florence Nightingale and Grace Darling. Pupils have explored the features of old and new toys. They are beginning to have some awareness of the passage of time, and to know that people existed many years before they were born. They recognise the similarities and different characteristics of other times and they acquire appropriate historical terminology such as 'old', 'new' and 'in the past'.
132. Teachers' planning indicates that appropriate opportunities are provided for pupils to develop their understanding of chronology using familiar everyday events and stories. Pupils are encouraged to use a variety of resources including, pictures, photographs, video, books and computers to find out about the past. Good use is also made of the school and the surrounding area. Information and communication technology is used well to support teaching and learning in history. During the inspection, Year 1 pupils made use of the Internet to find information about Grace Darling and the Longstone Lighthouse. Cross-curricular links, particularly with geography and religious education, clearly provide useful opportunities for pupils to understand and compare life and customs of different times with current patterns of life.
133. The teaching of history is good. Members of staff are knowledgeable and enthusiastic. The topics are well researched and presented. As a result, the pupils are well behaved in lessons and talk enthusiastically about their work. The activities planned are appropriate to the age and prior attainment of the pupils, which helps them to make good progress. Teachers ensure that pupils know the purpose of the activity and what they are going to learn. This helps to focus their efforts. Pupils in Year 1 for example were involved in producing their own book about Grace Darling. Clear instructions enabled them to carry out research, produce pictures and begin to identify the key facts

that they wished to include. Year 2 pupils had visited the local church on Remembrance Day and teachers had encouraged them to think carefully about the significance of the day and to decide a range of questions they would like to have asked a serving soldier.

134. Management of the subject is good. There is a policy and the school now uses the national guidelines which provide a programme of work to help teachers plan effectively. The co-ordinator monitors teachers' planning and pupils' standards of work. There is a useful system of assessment and record keeping which helps this process. Resources for the teaching of the subject are adequate and the school resources are supplemented by loans from the Local Education Authority.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards reached by pupils in Year 2 are in line with those expected for their ages. The great majority of pupils, including those with special educational needs and those with English as an additional language, achieve well.
136. Since the last inspection resources and teacher confidence have improved further and as a result standards are poised to move above those expected nationally. Information and communication technology is taught with a cross-curricular approach and through well planned lessons which are timetabled each week to ensure all pupils learn the necessary skills needed to become competent users of information and communication technology. A computer suite, classroom based computers, scanners, printers, digital cameras and the Internet promote pupils' progress well. The recent acquisition of an interactive white board and a laptop provide the school with enhanced resources to teach the subject.
137. By the end of Year 2, pupils use the mouse with confidence and know the position of the keys on the keyboard. They generate text and pictures and save, print and retrieve information. In a very good lesson, pupils in Year 2 excitedly created a design for Christmas wrapping paper using menus and different tools with increasing skill. Pupils have been introduced to the techniques of using a digital camera and with the help of their teachers they use it to record aspects of their work across the curriculum. All pupils are improving their mathematical skills as they create simple databases and higher attaining pupils interpret information promoting their learning further. Pupils develop their understanding of control technology as they program the 'roamer' and 'Logo'. Pupils use the Internet to research for information in subjects such as history and geography.
138. The quality of teaching is good. All staff have gained confidence from the current training programmes and this has a very positive effect on pupils' achievements. Work is well planned with clear learning objectives. Pupils respond with enthusiasm and work well together, sharing ideas and waiting patiently for their turn to learn new skills. Lessons are well organised to ensure that pupils receive a good level of individual support to enable them to gain new skills and concepts. Teachers achieve a good balance between whole class explanations and appropriate opportunities for pupils to work on their own tasks.

139. The subject is very well managed. The co-ordinator is very knowledgeable and enthusiastic and has a clear vision of how the subject should develop. There is an effective system of assessment which monitors the progress of pupils against the key learning objectives. A clear analysis of the subject's development needs is part of the school's action plan and will have a significant impact on improving standards further.

MUSIC

140. The standards achieved by pupils in Year 2 are similar to those found at the last inspection and are in line with those expected for their ages. The majority of pupils, including those with special educational needs and those with English as an additional language, achieve well and make good progress during their time in school.
141. Music makes a positive contribution to pupils' spiritual and personal development and adds to the quality of assemblies and worship. The playing of an appropriate piece of music creates a reverent atmosphere for reflection and worship and has a calming effect on pupils. Songs and hymns are challenging and pupils sing with enthusiasm and clarity and are able to sustain a steady pulse.
142. By the end of Year 2 pupils show a good understanding of musical ideas as they sing and play a range of high quality unpitched percussion instruments. Challenging and imaginative teaching enables pupils to gain a good understanding of pitch, simple notation and melody. Pupils display a good sense of rhythm as they explore different ways of playing instruments to create the desired effect to accompany the song about the Pied Piper of Hamelin. Clear precise instructions from the teacher were followed with enthusiasm as pupils worked hard to improve their skills of performance and musical knowledge and skills.
143. In the lessons seen the teaching overall was good. Good provision is made for those pupils with special educational needs ensuring they take full part in the music lesson and achieve standards similar to their peers. Staff are very confident in teaching music and they use the scheme well to build systematically on pupils' knowledge, understanding and skills. Music lessons are well structured and tasks are challenging. Pupils are given very clear strategies to improve their skills. They are encouraged to think as 'musicians' and to use correct musical terms. Pupils enjoy lessons and this has a very good impact on the standards they achieve. In some lessons the limitations of the accommodation affect the quality of the teaching and learning and there are too many interruptions caused by the lesson taking place in a corridor space. This limits pupils' concentration and progress is not as good as it should be.
144. The subject is very well managed. The coordinator provides very strong leadership in the subject and is well qualified to support her colleagues in their professional development. She has a very good overview of standards, subject provision and the strengths and weaknesses in the teaching of the subject. The system of assessment built into the scheme is a very effective means of monitoring the progress of pupils against the key learning objectives.

PHYSICAL EDUCATION

145. Standards of attainment are in line with those expected by Year 2. They are similar to those found at the time of the previous inspection. The school plans a balanced programme which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance.

146. Pupils throughout the school develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their physical activities. In dance and movement lessons they listen carefully and work hard to interpret the music. They develop skills in the use of small apparatus, including a variety of ways of sending, receiving and travelling with a ball. Pupils have a clear understanding of the benefits of vigorous exercise and the effects of exercise on the body.
147. Pupils' attitudes to the subject are good. They dress appropriately for physical activity and behaviour is good. They work hard to improve skills, are well motivated and enjoy themselves. They listen carefully and concentrate on the activities of the lesson.
148. The quality of teaching is good. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Questioning is used effectively and use is made of pupils as exemplars of good practice. All lessons begin and end in an orderly manner and contain appropriate warm-up activities. Relationships and class management are good. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in the pupils' response. They clearly enjoy lessons. In a Year 1 movement lesson, for example, pupils responded very well to the music provided and were keen to improve their performance.
149. Accommodation for indoor physical education is very limited. The school hall is very small and this restricts the activities. In the movement and dance lessons observed during the inspection, pupils had to take great care because of the limited space. Games lessons have to take place outside and are therefore dependent on the weather. Outdoor facilities are good. There is a good range of large outdoor apparatus set on a safety surface. There is a suitable selection of small apparatus and equipment. Resources to support physical education have improved since the last inspection. Equipment is now suitable for the age group.
150. Leadership and management of the subject are effective. There is a clear and effective overall plan of work which identifies the development of skills and provides for an appropriate range of activities. The subject makes a positive contribution to the pupils' spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

151. Pupils' knowledge and understanding are on course to meet requirements of the locally agreed syllabus by the end of Year 2. Conversations with Year 2 pupils suggest that their learning about religions is more secure than their learning from them. This may relate to the fact that pupils study one world religion a term, following a policy agreed with neighbouring schools. The school has already identified and responded to this difference. Teachers are therefore giving pupils more planned opportunities to link learning to their daily lives.
152. The school also significantly develops religious education through other lessons, celebrations, hymn practices and assemblies. For example, before drawing and painting Christmas pictures, Year 1 pupils studied and discussed in detail with their teacher, famous Nativities by great European painters. Visitors from Christian churches also widen pupils' religious experience.
153. There was not enough evidence to judge the quality of learning, teaching and pupils' response in lessons. However, Year 2 pupils have expected levels of understanding of some key beliefs and practices of Christianity, Hinduism, Judaism and Islam. For

example, they know the names of holy writings such as the Bible and Torah. They also remember the names of special religious places such as church, synagogue, temple and mosque. However, they do not always recall to which faith these belong. They understand some of the reasons for the main celebrations in these faiths; for example that Diwali “was celebrated because of Rama.” Pupils at all levels of attainment evidently find the work interesting, particularly the differences of worship in the different faiths.

154. Pupils have more recall than expected of the main events in the ministry of the Lord Jesus. They also do more writing and drawing to record new work than in most infant schools. This helps them to learn key knowledge of great world faiths such as: “Jesus came to love the world.” and “Buddhists care for all living creatures.”
155. The well-resourced religious education programme makes an important contribution to pupils’ spiritual, moral, social and cultural development. Leadership and management of the subject are very good. The coordinator has a very good overview of standards, subject provision and the strengths and weaknesses in the teaching of the subject.