

INSPECTION REPORT

BROMLEY HEATH INFANT SCHOOL

Bristol

LEA area: South Gloucestershire

Unique reference number: 109029

Headteacher: Mrs C J Chrystal

Reporting inspector: Mr G. D. Timms
21038

Dates of inspection: 28 – 30 October 2002

Inspection number: 246854

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:	4 to 7 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Cross
Date of previous inspection:	17 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	Mr G. D. Timms	Registered inspector	Mathematics Art and design Physical education Foundation stage	What sort of school is it? How high are standards? a) 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?
9958	Mr T. Page	Lay inspector		How high are standards? b) 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?
22390	Mrs C. Fagan	Team inspector	English Information and communication technology Geography History Special educational needs English as an additional language Educational inclusion	
3855	Mr D. Langton	Team inspector	Science Religious education Design and 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

Bromley Heath Infant School is smaller than the average primary school. Although in South Gloucestershire, it serves part of the north Bristol area. It takes pupils from the year in which they are five until they are seven, when the majority transfer to the junior school that shares the site. There are 178 pupils on roll, 60 of whom are in the reception classes. Seven per cent of the pupils come from a range of minority ethnic groups although few have English as an additional language. Attainment on entry varies from year to year but is largely in line with that expected nationally. Most children have had pre-school experiences, such as playgroups or nursery schools. Three per cent of the pupils are on the special educational needs register and this is well below the national average; there were no pupils with statements of special educational need at the time of the inspection. The main needs identified are for learning and behavioural difficulties. The pupils come from a range of social backgrounds and largely from very supportive homes. A well below average proportion of the pupils is entitled to free school meals.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils, preparing them well for their transfer to the junior school. It is largely effective due to the good quality of the teaching and the good leadership and management demonstrated by the headteacher and senior staff, which has resulted in regularly high standards. The provision for the pupils in the reception classes is very good and this provides children with a very effective start to their schooling. Taking all factors into account the school provides good value for money.

What the school does well

- Standards are above average in reading, writing, mathematics, science, art and design, physical education and information and communication technology.
- The curriculum, resources and teaching in the Foundation Stage are very good.
- The quality of teaching throughout the infant classes is good.
- Relationships between pupils are good and there is an absence of bullying.
- The subject co-ordinators are very knowledgeable and enthusiastic and have a very positive impact on standards in their subjects. The school makes excellent use of new technology in planning, assessment and management.
- Assessment procedures are very good and the staff have a lot of very good information about how well individual pupils are progressing.
- The parents' contribution to their pupils' learning is very good.

What could be improved

- The standard of pupils' speaking skills is below that expected for their ages.
- The timetables do not show consistently how much time is available for some subjects and they are not monitored rigorously enough; lessons do not always start and finish on time.
- The buildings are in need of some refurbishment and the library is underused and poorly resourced.
- Pupils have insufficient opportunities to use computers in classrooms.

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 November 1997. Since then, the level of improvement has been good. The issues raised at the last inspection have been largely addressed very successfully. The curriculum for the Foundation Stage was a major weakness and this is now a very good part of the school's provision. The assessment procedures have improved, especially since the introduction of a computerised system. The school development plan is a more practical document and forms the basis for all improvements within the school. It is regularly monitored by the governing body and the senior management team. The schemes of work are now largely in place, and other very good ones are being written specifically for the school, such as those for history, art and design. The provision for religious education has improved and is now at least satisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	C	C
writing	A	A	C	D
mathematics	A	B	D	D

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

Since the last inspection in 1997, the school has worked hard to raise standards and introduce successfully the many changes to the curriculum that have occurred since that time. Although there was a fall in standards in the national tests in 2002, due to factors regarding the proportion of special educational needs, the high level of mobility and the immaturity that affected that year group, the overall picture is of regularly above average or well above average performance. The evidence of this inspection indicates that with the good teaching and well-planned curriculum now in place, achievement is good and standards should rise again this year to be closer to those found in the past.

Overall, children make good progress in the Foundation Stage. When they begin Year 1, the majority have levels of attainment in all areas of learning that are in line with those expected. The national tests for the end of Year 2 in 2002 showed that results in reading, writing and mathematics were lower than in the previous two years although in reading and writing they were still in line with the average level of attainment found nationally. In mathematics, standards were below those found nationally. The reason for the fall was that fewer pupils reached the higher levels than in previous years although nearly all attained the expected level. The results showed that there had been satisfactory progress overall, given the same pupils' lower attainment on entry to the school in 1999. When compared to schools with pupils from similar backgrounds, results were average in reading and below average in writing and mathematics. The targets set by the school, although not statutory, are based appropriately on pupils' prior attainment and the improved assessment and tracking systems now in place.

The current standards in the school, as judged from the inspection evidence, are better than those reflected in the 2002 tests. Standards in reading, writing, listening, mathematics, science, ICT, art and design and physical education are above those expected while in the other subjects, including religious education, standards are broadly in line with those expected. The standard of pupils' speaking skills is below that expected for their ages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are hard working and enjoy school. They are interested in the activities provided for them.
Behaviour, in and out of classrooms	Good. Pupils are well behaved and polite, and this has a positive impact on their learning.
Personal development and relationships	Good. Pupils work independently when they are given the opportunity. They show pride in their work when sharing it with adults.
Attendance	Good. The attendance is better than that found nationally.

The pupils' personal development is good; all staff work hard to build on the good social development started in the reception classes and this has a clear impact on how well pupils achieve in the school.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good, with a significant proportion that is very good. The basic skills of numeracy and literacy are taught well and are used effectively in other subjects. The teaching is effective in the way it ensures that all pupils are included and all needs are met. The teaching in the Foundation Stage is very good and very effectively focused on the specific needs of younger children, and on the areas identified as weaker in the assessments made on entry to the school. Throughout the school, the pupils' learning is at least good and often very good. They work hard, responding to the best teaching with genuine enthusiasm and intellectual and creative effort.

The support staff provide teachers with a significant level of support and this has a positive impact on the pupils' learning. The communication between teachers and other adults, including volunteer helpers, is exceptionally effective. Teachers make excellent use of ICT in their planning and assessment. However, the use of computers in most lessons is not as effective and often does not form a sufficiently important part of the teaching. Teachers work together well in year group teams and this helps ensure all pupils meet the appropriate curriculum. However, individual teachers draw up their own timetables; these lack consistency and do not make clear how much time is given to all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The planning is good and the curriculum is enriched through a range of visits and visitors.
Provision for pupils with special educational needs	Good. Where support is provided it is very effective and these pupils make good progress against their prior attainment.
Provision for pupils with English as an additional language	Good. These pupils make equally good progress as their peers and are fully included in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The moral, social and cultural development of pupils is good. The spiritual development is satisfactory and pupils' overall personal development is good.
How well the school cares for its pupils	Good, overall, but the assessment procedures, and those for promoting good behaviour, are very good.

All subjects are planned well from good schemes of work. Although the planning is good, the timetables and delivery of the curriculum are not monitored sufficiently to ensure consistent provision and appropriate amounts of time are given to subjects. The provision for pupils with special educational needs is often used imaginatively and very effectively. The school works very effectively with parents and they are involved in the work of the school. The monitoring of pupils' progress is very good and has a positive impact on the learning they make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, supported by the deputy headteacher and other key staff, provides a clear educational direction to the work of the school, keeping a good focus on the need to maintain high standards.
How well the governors fulfil their responsibilities	Good. The governors' involvement in monitoring and shaping the direction of the school has improved since the last inspection, although more can still be done to ensure full awareness of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The analysis of assessment data is at a good level and provides staff with clear indications of where they need to focus their teaching in the future.
The strategic use of resources	Satisfactory. The governors are beginning to improve the consideration of best value in assessing how well the school is performing.

The provision of support staff is adequate but they are not always efficiently deployed and opportunities to extend the provision should be sought when finances permit. The fabric of the buildings is in need of refurbishment and the library does not provide an appropriate environment or resource that can be used effectively by teachers or children. The school makes excellent use of new technology. The school applies the principles of best value in its work to a satisfactory level.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Their children like school. • They feel comfortable approaching the school with queries or comments. • The school expects children to work hard and do their best. • The behaviour of children is good. 	<ul style="list-style-type: none"> • They do not feel very well informed about how well their children are doing. • They do not feel the school provides an interesting range of activities outside lessons.

The parents are very positive about the work of the school. The inspection supports their views about the positive nature of the leadership and management. The children clearly enjoy school and they behave well when there. The school is approachable and, although providing a safe, comfortable and welcoming ethos, also has high expectations of how well pupils can achieve. Parents would like more information about how well their children are doing, although the inspection findings are that in most areas they are well informed. There are no extra-curricular activities or clubs offered at present but visits and visitors are used effectively to enhance the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment on entry of pupils has changed over recent years and is not as high as it once was, although most year groups display a range of abilities. When the children start in the reception class, the early assessment of their attainment, together with the inspection evidence, indicates that the knowledge skills and understanding of the majority of them varies considerably from year to year. The overall picture is one of attainment broadly in line with that found elsewhere in the local authority. In their literacy and language skills the most recent assessments show that standards on entry to the school are falling, although they have been maintained in numeracy skills. The social skills of pupils are often less developed although this again differs between year groups. By the end of the Foundation Stage, the majority of the children have attained the early learning goals expected for the start of Year 1 in all areas of learning.
2. The results of the national tests taken at the end of Year 2 have been consistently above or well above those expected. This is also true when the results are compared with schools that take pupils from similar backgrounds. The national test results for Year 2 pupils in 2002 fell when compared to those attained since the previous inspection. However, the 2002 cohort contained a high proportion of pupils with special educational needs or who needed extra support. A significant proportion joined the school since the start of the reception year and many of them had a level of maturity below that normally found in the school. The school did well to ensure that virtually all of these pupils reached the expected level in the tests although fewer than is normally found attained the higher levels. The early indications are that the present Year 2 will achieve a level of attainment more in line with past results. However, the school has recognised the fact that changes to the levels of attainment of pupils starting at the school are occurring and that their work needs to be more focused on dealing with some more challenging children. Recent training for teachers has begun to address this issue.
3. The overall standards have been maintained or improved since the last inspection. The only significant weakness is in pupils' speaking skills and they are less articulate than they were at the last inspection. The speaking skills demonstrated by children when they enter the school are less well developed than they have been, although their listening skills are good. The school has concentrated its efforts on improving reading and writing, and the development of pupils' speaking skills has been neglected. Overall standards are rising due to the very good Foundation Stage curriculum and teaching, and the good teaching found throughout Years 1 and 2. The school has a virtually complete set of good schemes of work and the teachers' planning is effective in ensuring the full coverage of the National Curriculum. The National Literacy and Numeracy Strategies have been successfully introduced and have had a very positive impact on standards. However, the use of time in the school needs to be reviewed as the timetabling is inconsistent and the actual teaching time offered to pupils is unclear. A further very positive reason for the higher standards has been the impact of the very good work of the subject co-ordinators, in monitoring provision and sharing innovations and ideas through staff meetings.
4. Standards in reading, writing and science, with its strength in experimental and investigative science, are above average and have been maintained at this level since the last inspection. Standards in mathematics have risen and they are now also above average. The pupils have good basic number skills and the school has begun work to extend these skills appropriately using more activities requiring problem solving skills. This has been largely in response to the analysis of test questions where past pupils did less well. The school has identified the need to maintain the high standards in its school development plan and through an appropriate range of assessment, target setting and teaching strategies. Standards in reading and mathematics have kept pace with the national improvements since 1997 but in writing, the school's level of improvement has outstripped the national one and standards have risen at a faster rate than that found nationally. There are no significant gender differences in the test results over time, although the boys do tend to do better than is often the case nationally.

5. Pupils with special educational needs attain standards in English and mathematics that are usually in line with national expectations or just below. Throughout the school, these pupils make good progress towards the targets on their individual education plans. This is because teachers usually plan well for these pupils and progress is best when good use is made of support staff to help them achieve. The school has a small number of pupils who are of minority ethnic origin. The pupils of all ethnic origins make at least similar progress and achieve similar standards as all others.
6. The evidence of the inspection supports the view that standards are above average in reading, writing, science and mathematics, and pupils are provided with challenging work intended to raise standards still further. In addition, standards have improved in ICT and are now above those normally expected for the ages of the pupils. This improvement is due to teachers skills being better developed, as is shown in their excellent use of technology in planning, assessing and managing their subjects, and this has resulted in better teaching of the subject. However, although good use is made of computers in the ICT suite, they are yet to have a significant impact on standards during literacy and numeracy lessons.
7. Standards in art and design and physical education have been maintained at the above average levels found at the last inspection. In physical education, some good, new resources have enhanced standards. In art and design, there is some very good work inspired by looking at the work of famous artists and opportunities to work in a range of media. Standards in religious education are satisfactory and have improved since the last inspection. Standards are also broadly in line with those expected in design and technology, history, geography and music.

Pupils' attitudes, values and personal development

8. Pupils have good attitudes to school, and these have been maintained since the previous inspection. They are interested and eager learners who are prepared to work hard to achieve their best. They are stimulated by interesting lessons and are prepared to work independently when given the chance. Although there are few pupils from minority ethnic groups in the school, the promotion of their beliefs, values and traditions in religious education lessons and assemblies captures the imagination of all the pupils and prepares them well, at an early age, for life in a multi-cultural society.
9. Behaviour is good in classrooms and around the school. Pupils support school and classroom rules knowing that they have previously discussed and agreed them. They are courteous to each other and to adults. They behave well during wet playtime even though disappointed that they cannot play outside. They eat lunch with the minimum of supervision and enjoy the opportunity to socialise with friends. There have been no exclusions since the previous inspection.
10. Personal development is good. Pupils quickly acquire social skills that are important in securing good behaviour and enjoy taking on minor responsibilities that assist the smooth running of the school and help to build their own self-esteem. They are quick to recognise if a friend is unhappy or feeling unwell, and offer support. They co-operate in lessons, and are sensible when working on a collaborative task. They listen well and rarely call out, but they do not all have the confidence or speaking skills to offer an opinion. They maintain a cheerful and friendly rapport with adults and if they have a problem, they have the confidence to tell their teachers. This openness helps to establish an atmosphere that is free of oppressive behaviour or bullying.
11. Attendance is good; last year there was a significant improvement in the attendance rate, which rose above ninety-six per cent. There is very little lateness, and this allows the morning session to start promptly and with little disruption.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The overall quality of teaching, taking into account the scrutiny of pupils' work as well as the teaching observed, is good with a significant amount that is very good. The quality of teaching has

improved since the last inspection when 13 per cent of the teaching was unsatisfactory and only 22 per cent was very good or better. At present, only 5 per cent of the teaching is unsatisfactory and 37 per cent is very good. There is good and very good teaching throughout the school.

13. The teaching in the Foundation Stage is very good. Over eighty per cent of the teaching is very good and none is less than good, and this is much better than is the case nationally. The teachers in reception have a very good understanding of the needs of the youngest children and they work very hard to plan and deliver an appropriate curriculum. This has much improved since the last inspection when much of the teaching was inappropriate for the ages of the pupils. Together with the support staff, the teachers form an effective and good-humoured team and this is having a clear impact on the standards attained.
14. In Years 1 and 2 the overall quality of teaching is good. The present team of teachers and teaching assistants are very hard working and knowledgeable. They are aware of their pupils' individual needs and use individual and group target setting as a positive tool to ensure that all pupils are provided with appropriately challenging work in the vast majority of lessons. Throughout the school, the relationships created with pupils are a particular strength and this has a positive impact on pupils' attitudes and behaviour, and this in turn is reflected in their standards. Good use is made of the reward and sanctions systems, especially those in place for pupils with special educational needs, although these are somewhat more inconsistently employed when support staff are unavailable.
15. The teachers in different year groups plan together well and they are assisted by the good quality teaching assistants who provide teachers with a valuable resource which they deploy effectively. At times, there is not sufficient support in some lessons and assemblies. There is very good communication between teachers and support staff, and between teachers and volunteers, through books with instructions for activities and space for adults to report to the teachers on progress made. All adults work together well in lessons and this enables pupils to have more direct support and help than would otherwise be the case. Teachers make excellent use of ICT in much of their work. They use computers for planning, assessing and recording pupils' progress. They use the Internet as a resource to support their teaching effectively. However, the use of computers by pupils in classrooms is underdeveloped and does not form a significant enough part of the lesson planning.
16. The teachers have introduced the National Literacy and Numeracy Strategies successfully into their lessons, and have adapted these appropriately to give more time to aspects such as writing and guided reading. Inconsistencies in the timetabling make it difficult for the school to be certain how much time is spent teaching different subjects however, and this needs to be better monitored to ensure that all subjects receive sufficient time to cover the required curriculum.
17. Work is generally well matched to the different abilities of pupils in the class, and teaching assistants are well used to support the learning of special educational needs. Higher attaining pupils are often challenged by work that sets unreasonably high expectations that are sometimes inappropriately matched to the skills of the learners. Usually this demanded reading and comprehension skills or knowledge that the pupils did not have. There was an example of this in an English lesson when pupils were expected to be able to read instructions that were too complex.
18. Pupils with special educational needs are taught within the classroom. When they are supported, they make good progress in lessons and they have full access to the curriculum. However, there are times when support is not available and progress slows. Teachers take good account of special educational needs in their planning. Pupils from ethnic minority groups are very well included by all teachers and they take a full and active part in the life of the school.
19. The pupils' learning is very good in the Foundation Stage, and good throughout Years 1 and 2. The good teaching ensures that pupils get a good grounding in the basic skills of literacy and numeracy. The very good relationships encourage pupils to take a full part in lessons and to ask and answer questions appropriately. However, partly due to the poorly resourced library and lack of the consistent use of computers in classrooms, the pupils do not develop their independent learning skills sufficiently. Teachers share the learning objectives with the pupils at the start of lessons. In the best lessons, these are also returned to at the end to help pupils make a self-assessment about what and how well they have learned during that lesson. This gives them a good understanding of what is expected of them.

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

20. The curriculum provided by the school meets all statutory requirements. It is appropriate for the ages of the pupils, inclusive, appropriately broad and enhanced by a carefully considered topic approach which ensures good cross-curricular links. It is further enhanced by special events such as a science week, and a school grounds day, The curriculum for the Foundation Stage is very good, and this is a very significant improvement since the previous inspection, when it was inappropriate for the pupils' needs. The curriculum for Years 1 and 2 is good, and has improved since the last inspection, through the introduction of the literacy and numeracy hours and new schemes of work based on the latest national guidance. Most policies are up-to-date. Provision for religious education, identified as a weakness by the previous inspection, has improved and is now satisfactory, and all key issues relating to the curriculum have been successfully addressed.
21. The school's weekly time allocation to the curriculum is broadly average, though during the inspection week Year 1 pupils were working less than the recommended time, through having an afternoon break. This is a temporary arrangement for the start of the school year. Though appropriately broad, the curriculum for Years 1 and 2 lacks balance. What is taught does not always match the planning in place, and the provision for the progressive development of pupils' skills is inconsistent. For example, during the inspection week a Year 1 class was taught no religious education, design and technology, history or geography. A Year 2 class had no music, design and technology or geography but over six hours of English. This did not match either the planned provision as shown in the good long-term plans, nor the amount of time spent by the parallel year class on the same subject. The school's time allocation for science is below average; for information and communication technology and for physical education it is above average. There is insufficient monitoring of the way the curriculum is timetabled and delivered to ensure that planned provision is actually carried out. Some lessons are too long for the pupils and they are sometimes asked to spend too long on the carpet. The governors' curriculum committee meets regularly but does not monitor the curriculum sufficiently.
22. The curriculum in the reception classes is very good. It is planned around the nationally agreed areas of learning for pupils in the Foundation Stage. There is a good balance between practical work, the learning of basic skills and play activities. Very good use is made of the recently improved outdoor area and the teachers work well together, planning and resourcing lessons.
23. Appropriate sex education and drugs awareness lessons are provided through teaching about the safety and care of medicines. Provision for personal, social, and health education is good, and that for health education is very good. Good displays relating to this are evident round the school, and good emphasis is paid to health in science and physical education lessons. The school is currently involved in the "Schools For Health" project, and this is helping to raise awareness about the importance of healthy eating. The school's policy for racial equality awaits ratification by the governors at their next meeting.
24. The curriculum for pupils with special educational needs is good overall. The school provides equal access to the full curriculum for all pupils including those from different ethnic backgrounds. Support in class is well planned to enable all pupils to take a full part in everything that is going on. Pupils with special educational needs receive their entitlement to a balanced and relevant curriculum that meets the provision as set out in their individual education plans.
25. The school has good strategies for teaching the basic skills of literacy and numeracy and this is helping to raise standards. Teachers make good opportunities to strengthen pupils' skills, for example in morning registration through mental work on absentee and lunch numbers, and in daily guided reading sessions. Good cross-curricular links promote literacy skills, such as seen in Year 1 where a pupil described the house he had made in design and technology as "a long, low, level bungalow".
26. The school's provision for extra-curricular activities is satisfactory overall. A good programme of visits and visitors is planned to support pupils' learning. For example, pupils visit a local farm, the

park and church, a building site and a Georgian house. Visiting speakers have contributed to learning about other religions and cultures, music, history, theatre and Indian dance. The school draws parents' attention to appropriate clubs held in the neighbourhood, but does not offer any

clubs either after school or during the lunch-hour, and this represents some missed opportunities to extend the provision for those pupils with particular skills or interests. There are plans to start a computer club soon.

27. The school ensures that all pupils have equality of access and opportunity to the curriculum irrespective of their ability, gender or background. Provision in this area is good. Since the previous inspection, a co-ordinator has been appointed for gifted and talented pupils, who are now identified and provided for appropriately, and this is an improvement. In English and mathematics, pupils are taught in ability groups for a writing workshop and some mathematics lessons and this is helping to raise standards overall.
28. The school's provision for the pupils' personal, social, health and citizenship education is good. This term a school council has been formed with representatives from each class elected by their peers. Pupils value this new venture and look forward to their first meeting. Class monitors have various and numerous responsibilities and older pupils, for example, take charge of the music for morning assemblies, and help generally round the school, and with younger pupils. The school's involvement in the "Schools for Health" project contributes very positively to pupils' learning, and they show good awareness of what constitutes a healthy diet. In a Year 2 discussion lesson, pupils talked about reasons for taking medicines, and safety issues. Parents rightly consider that the school is helping their children to become mature and responsible.
29. The school has good links with the local community, which contribute positively to the pupils' learning. Grandparents are invited in to contribute to history lessons, other speakers tell about other religions and cultures, and in the local church pupils enjoyed taking part in a mock wedding ceremony. Parents feel that these links have improved recently. This provision enhances the pupils' opportunities for initiative and their personal development. The school has good links with other schools, especially the adjacent junior school. Headteachers, subject co-ordinators and teachers meet regularly. Each school observes the others' Nativity plays, and share a concert in the summer. Some governors serve both schools. There is good contact too with local nursery schools and playgroups which send pupils to the school. A joint music festival and workshop with another local infant school was held recently.
30. The provision made for pupils' spiritual, moral, social and cultural development is good overall. It is satisfactory for spiritual development. Assemblies provide opportunities for reflection, focused on a lighted candle, and consideration of other religions and cultures, as well as social and moral topics. Pupils reflect on things "special" to themselves. There is well-planned coverage of a wide variety of religions in assembly themes. Opportunities for pupils to enjoy spiritual experiences in a wider context in lessons such as science, music and art are underdeveloped, however.
31. The provision for the pupils' moral development is very good. Pupils abide by a clear code of conduct and adults are good role models. Whole school rules, such as "Be kind and helpful" and "Show others how to behave in a sensible way" are adhered to, and well understood. Each class formulates its own "Golden Rules" to which all pupils sign their agreement. Assemblies are used well to promote spiritual, moral, social and cultural issues. Honesty, fairness and respect for others are well emphasised. For example, during the inspection one pupil was observed handing in money which she had found. In one assembly, rules were formulated such as "Be kind to everybody", "Help people in trouble", "Share the toys". Circle time is well used to discuss moral and social issues. A clear system of rewards and sanctions is in place. Good achievement and conduct is celebrated in a special assembly where certificates are issued weekly. Pupils are rightly proud of these awards.
32. Provision for pupils' social development is good. Boys and girls work well together in pairs and small groups within their classes. There are opportunities to work with a wider group of pupils within the ability groups for English and maths, though teachers do not always sufficiently integrate the pupils from different classes. The "buddy" system enables pupils to mix with children from the

junior school at playtime and to make new friends who will help them when they transfer at the end of Year 2. The newly formed school council is intended to encourage pupils to take responsibility, show initiative and develop an understanding of living in a community from an early age. All pupils have the opportunity to be class monitors, with appropriate responsibilities at some stage. One pupil was observed in an assembly tutoring another in how to use the CD player. Close contact with the adjacent junior school, with other infant schools for music festivals, with visits and visitors help to widen pupils' social experiences.

33. There is good provision for pupils' cultural development. Colourful displays around the school familiarise pupils with the works of famous artists, music of the great composers is played regularly in assemblies and identified, and geography lessons introduce pupils to the cultures of other lands such as India, reinforced by a visit from an Indian dancers. Assemblies are well used to display artefacts and discuss the characteristics of a wide variety of faiths and cultures. One teacher dressed appropriately for the occasion when explaining the importance of the Qur'an to Muslim people. Visiting speakers discuss their faiths and beliefs with pupils. This provision contributes positively to preparing the pupils to take their place as adults in today's multi-cultural society. Teachers show good awareness of inclusion considerations. In a Year 1 music lesson the teacher ensured opportunities for pupils of different gender and different cultures, when making her selections for demonstrating instruments.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has generally good procedures to ensure the safety of the pupils. There are regular risk assessments which are undertaken by staff and governors, equipment checks, and fire practices. However, a safety concern over physical education in the multi-purpose hall has been notified to the school. All staff are aware of the child protection procedures and know who is the person responsible for taking any necessary action should the need arise. The school takes part in a range of health initiatives such as walking to school days, has introduced 'fruit tuck' as part of a healthy eating programme, and reinforces a healthy lifestyle throughout the curriculum.
35. The promotion of good attendance and good behaviour is effective. Attendance is regularly monitored and there is a rigorous system for establishing reasons for absence. The school's positive ethos encourages good behaviour, which is free of harassment and bullying. A 'friendship stop' in the playground, and the deployment of buddies from the adjacent junior school underpin the caring and nurturing nature of the school. The involvement of all pupils in framing class rules leads to ownership and understanding, and individual behaviour plans successfully address the needs of pupils who require additional support. Consequently, pace is sustained in mostly uninterrupted lessons, and there are no exclusions.
36. The school has good procedures for identifying and meeting special educational needs. Class teachers, in collaboration with the special needs co-ordinator, prepare individual education plans and these are reviewed termly. The pupils are set achievable targets and these are regularly monitored by the co-ordinator. Appropriate use is made of guidance from external specialist agencies.
37. The assessment of pupils' progress is very good; it is frequent and thorough, and very well managed. Pupils' profile books provide first hand evidence of attainment, whilst the collation of data enables analysis to be undertaken and this readily identifies any weakness in the curriculum and guides future planning. The very good information is also used in setting appropriate targets for the pupils and for the national tests.
38. Individual pupils are given good support, differentiated activities are set in many lessons and these are usually well pitched to ability. Pupils also benefit from the sharply focused targets, especially in literacy, whilst their annual reports, and information made available at parents' meetings, reflect fairly on their attainment and can encourage additional educational support from parents. Although there is an abundance of data, the school is reluctant to share levels with parents for fear of this information being taken out of context and placing unwarranted pressure on very young children.

39. Excellent use of computer software brings together academic and personal information and leads to very good monitoring of each pupil's academic performance and personal development, as well as maintaining a level of knowledge which is essential in providing informed pastoral support. When pupils move on to the junior school, this information accompanies them and assists the smooth transition to the next stage in their education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents' views of the school are very positive, and mirror the supportive comments made at the time of the previous inspection. No parents disagree that teaching is good, that high expectations are set, and that behaviour is good. Almost all parents agree that their children like school, are satisfied with their rate of progress, and believe the school to be well led and managed. Although all parents would feel comfortable about approaching the school with questions, a significant minority, and many more than at the time of the previous inspection, feel that they are not well enough informed about how their children are getting on. A minority also disagree that the school provides an interesting range of activities outside lessons.
41. The inspection supports the parents' positive views. Apart from the absence of levels of attainment being reached by pupils, the other information about their progress provided is satisfactory. The curriculum is enriched through a wide range of visits and visitors, even though there are few extra-curricular activities outside school time. The school does attempt to help parents locate after school activities by providing a steady stream of leaflets and information.
42. Parents are provided with well-informed comments about their children's progress in the form of two formal meetings each year, pupils' annual reports, and access to teachers at any convenient time. Termly topic newsletters have recently been introduced as an aid to involving parents in what their children are doing at school, and there is a frequent flow of other news associated with school life. The home-school reading record is an effective communication tool, and the spontaneous support given by parents when their children undertake work at home shows that they are very interested in their education. All parents sign the home-school agreements, and those whose children have individual education plans, and individual behaviour plans, are fully involved in agreeing the support strategies.
43. Parents are kept informed of the targets for pupils with special educational needs and they are encouraged to be involved in reviewing these targets. They are encouraged to help set new targets on individual education plans and to discuss these with their children as well as to support them at home. Teachers help parents understanding the additional programmes of support offered to selected pupils, such as the recently introduced early literacy support and relevant homework.
44. Links with parents of pupils of different ethnic backgrounds are similar to those of all pupils. Families are actively encouraged to come into the school to share their culture and customs and to be a positive resource for all pupils' learning. An example of this occurred when Asian dance lessons were introduced because a family shared the expertise of their friends with other pupils.
45. Over thirty parents regularly help in the school; they are well briefed by class teachers to provide effective learning support in lessons for groups of pupils with reading, and differentiated tasks. Others are involved in the organisation of the Friends' Association, and many more are active supporters of the social events and fund raising activities. They raise over five thousand pounds for the school annually, and the money is spent on extra resources such as computers, musical instruments and reading books. They have bought Foundation Stage resources, design and technology equipment, and funded playground improvements. Money is also set aside to subsidise visits. Overall, parents have a major and positive impact on the work of the school, and the progress of their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management demonstrated by the headteacher and key staff are good overall. The work of the subject co-ordinators is very good and is having a very positive impact on standards. Many of the management systems set up in the school are also very good and the senior management team has an important role in school improvement and developing the teaching and learning. The headteacher is clearly focused on raising and maintaining standards and provides a good educational direction to the work of the school.

47. The school analyses assessment information in more detail than was the case at the last inspection. This information is used to track individual pupil progress but also to assess weaknesses in test results so that teaching can be better targeted at particular topics. For example, recent analysis of mathematics tests has supported the need to give the teaching of problem solving a higher profile and this is already having a positive impact on the pupils' learning. In addition, the teaching of writing within the literacy lessons has been accommodated by moving some guided reading sessions to other times.
48. The monitoring and evaluation of teaching has improved since the last inspection and this now gives the senior staff a good picture of strengths and weaknesses in provision. The headteacher has a system for monitoring the work of all staff and this results in useful feedback being shared to help improve aspects of the teaching and learning. In addition, the subject co-ordinators in English, mathematics, science and ICT have had opportunities to monitor the teaching and learning in their subjects. All subject co-ordinators are able to monitor planning and many have assessed the teaching through looking at children's work. This work has clearly had a positive impact on practice within the school. The evaluation of lessons by the headteacher and deputy headteacher also has an important part to play in the school's performance management policy. This is effective and is being put into practice appropriately with all statutory requirements being met. The monitoring of the timetables is not effective and has resulted in an unbalanced curriculum in some classes and a lack of clarity about how much time is spent on different subjects.
49. The governing body are very supportive of the school and they are increasingly effective in holding the school to account. They have devised an appropriate committee structure to ensure that all of their statutory duties are carried out effectively and they are beginning to have a good understanding of the strengths and weaknesses of the school. A number of them are able to visit the school regularly and this enables them to contribute well to a strategic understanding of the school's work. For example, the early years governor has visited lessons regularly and written very good reports to the governing body on her experience. These make the decision making process more relevant to the rest of the governing body without relying too heavily on the headteacher's reports. The school development plan has been much improved since the last inspection and now provides a clear long-term view for the strategic development of the school as well as more detailed action plans for the annual priorities. The plan helps provide a clear direction for the work of the school and is appropriately linked to the budget so that funds are used effectively on recognised priorities.
50. The special educational needs co-ordinator is new to post but is already having an effective impact upon standardising class procedures and keeping up-to-date her own good knowledge of pupils with special educational needs. She meets regularly with class teachers to ensure that pupils are fully supported, that appropriate assessments are used and that the recently updated policy and 2002 Code of Practice are being implemented. The school has recently rewritten its equal opportunities policy to include the statutory requirements of recent race legislation and now actively promotes racial harmony.
51. Governors have a clear overview of the financial needs of the school. They harness their expertise intelligently, and work closely with parents to link spending with educational priorities to achieve what is best for the pupils. They have identified that the school is in need of major replacement and refurbishment works and have drawn up a clearly costed three-year premises plan to cover this work. In the meantime, they have managed the school's finances prudently in order to build up reserves to cover the cost of this work without any detrimental effect on the pupils who are currently in the school.
52. The support given by the school secretary, who also sits on the finance committee, is very impressive. She is a very good administrator and communicates well. She has a thorough knowledge of the accounting systems, and is able to retrieve all relevant information most efficiently with new technology. Spending is carefully tracked against the school's budget, and specific grants and funds are clearly identified and used appropriately. A recent audit undertaken by the local education committee confirmed the satisfactory management of the school's finances.
53. Governors adopt a pragmatic approach to the management of the school. They identify what needs to be done, take advice, and set about their work. They embrace many of the principles of best

value but need to further develop their skills of comparing the school with other similar schools, and ensure that service providers combine efficiency with cost effectiveness.

54. The staffing structure in the school is broadly appropriate for its size. Teachers and support staff are trained appropriately for the ages of the pupils with which they are working. There are times when the level of support staffing is not sufficient in all lessons and this should be improved as finances permit. The deployment of the present staffing should also be reviewed to ensure that reception teachers are supported sufficiently in physical education sessions, and all teachers when they are taking whole school assemblies. Resources are largely appropriate for the needs of the curriculum and the ages of the pupils. Resources are good in history, religious education and physical education and have improved since the last inspection, especially in ICT. The resourcing of the library is poor. More up-to-date books are needed to ensure that the library is a resource that all pupils can use to develop further their independent research skills. In addition, the room itself is in poor condition and the furniture is inappropriate. The room lacks displays and the creation of a bright, interesting learning environment, as is found in classrooms and other shared areas of the school. The buildings suffer from a leaking roof and a major outside refurbishment is needed urgently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to build on the improvements made since the last inspection, and to raise standards further, the governing body, headteacher and staff should:

- (1) Raise standards in English by:
 - providing more opportunities for pupils to talk in a range of situations;
 - developing the library into an appropriate resource for developing pupils' reading and independent research skills.

(see paragraphs 3, 54, 67, 73)
- (2) Review the timetabling of the curriculum to ensure that all subjects are appropriately covered in each class, and that lessons are of an appropriate length.

(see paragraphs 16, 21, 48)
- (3) Improve the fabric of the buildings through an on-going programme of refurbishment.

(see paragraphs 54)
- (4) Ensure teachers plan to make better use of computers across the curriculum, especially during literacy and numeracy lessons.

(see paragraphs 15, 72, 80, 86, 101, 106, 110)

In addition, the governing body should consider including the following minor issues in their action plan:

- (1) Review the provision of teaching assistant hours with the aim of increasing the time available as finances permit;

(see paragraphs 54, 111)
- (2) Review the information on pupil progress offered to parents to assess how far this meets with their requirements.

(see paragraphs 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	14	16	6	2	0	0
Percentage	0	37	42	16	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	149
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	29	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	28	28	29
	Total	54	56	57
Percentage of pupils at NC level 2 or above	School	92 (96)	95 (97)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	30
	Girls	28	28	28
	Total	56	57	58
Percentage of pupils at NC level 2 or above	School	95 (97)	97 (97)	98 (99)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
108	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
5	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
1	0	0
2	0	0
0	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)	7.4
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	66

Financial information

Financial year	2001/2002
	£
Total income	389,029
Total expenditure	381, 850
Expenditure per pupil	2,121
Balance brought forward from previous year	26,896
Balance carried forward to next year	34, 075

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	3.2
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	153
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	51	37	2	2	9
Behaviour in the school is good.	53	42	0	0	5
My child gets the right amount of work to do at home.	30	47	7	2	14
The teaching is good.	56	37	0	0	7
I am kept well informed about how my child is getting on.	26	47	19	2	5
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	60	33	0	0	7
The school works closely with parents.	49	40	7	0	4
The school is well led and managed.	70	26	0	0	4
The school is helping my child become mature and responsible.	54	35	2	0	9
The school provides an interesting range of activities outside lessons.	4	35	26	7	28

Other issues raised by parents

- Parents felt the school was very good at praising pupils and celebrating achievements.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. The provision for the Foundation Stage is very good and has improved greatly since the last inspection in all areas of learning. The children enter the reception classes in the September of the year in which they are five years old. The early assessment of their attainment when they enter the school shows considerable variation between cohorts. Over time the children's mathematical skills remain above average, their social skills vary from year to year while their speaking, reading and writing skills are less well developed than they were a few years ago. The majority of the pupils have had some pre-school experience in playgroups or nurseries. The arrangements for starting school are sound and the information provided for parents is good.
57. The children are organised into two classes. These are well equipped and resourced and provide a very bright and interesting learning environment. The quality of the teaching throughout the Foundation Stage is very good and the support staff provide very good support for teachers working with and assessing children. Teachers also make effective use of parent volunteers who help in the classes. Staff plan together well and the curriculum is appropriately based on the nationally agreed areas for learning. It provides a range of challenging and focused activities to promote children's achievement. Assessments are made of pupils' progress on a regular basis and these provide a good benchmark for planning future work. The majority of the children will achieve the expected early learning goals by the time they start Year 1.

Personal, social and emotional development

58. The majority of children are on course to achieve the early learning goals by the end of their reception year. Teaching is very good. This area has been recognised by the school as one needing a greater input from teachers than was the case in the past. In particular, children's speaking skills are underdeveloped and teachers use discussion and circle time activities to try and improve these. They enjoy coming to school and settle into the routines of school life quite quickly. The present reception children are eager to learn new skills and put effort and concentration into their tasks, when they are stimulating and exciting. They work well together and are developing good sharing and co-operative skills as, for example, they show during role-play activities such as taking part in a bear hunt, based around a story they have read together. They are encouraged to take turns and wait patiently to speak during group sessions. This they do well as demonstrated during a circle time when children knew they could only speak when they held a soft toy. The teachers provide very good opportunities for children to be independent and take some responsibility for their learning. For example, they are able to move from one activity to another, selecting from a board and moving their name and a photograph to the activity chosen. Teachers are very aware of the need to include all pupils in their questioning.

Communication, language and literacy

59. The majority of children are on course to achieve the early learning goals by the end of the year. The teaching is very good and this area of learning has an appropriately high profile in much of the work in the reception classes. Children are encouraged to be good listeners, and to enjoy listening to and joining in with stories, helped by teachers who read stories in very expressive and interesting ways. However, few are confident, articulate speakers and more needs to be done to improve this aspect of the area of learning. Activities are planned to develop their writing skills and a lot of time is given to learning letter sounds in a range of ways, through whole class work with large texts to small group and individual work. The very good use of open questions supports children's thinking about the stories. Their early writing skills support their learning of letter sounds and children are beginning to use letter cards as a resource to support their learning.
60. Children enjoy books, handle them with care, can turn the pages over correctly and talk about the pictures and the characters in the stories. They have a good awareness of rhyme as was evident in one story session. The higher attaining children can read accurately and with confidence

although a number of the older books are unsuitable for children learning phonics. Other children are beginning to recognise a few words or just letter sounds, particularly those in their name. Children can retell their favourite stories and are developing a love of books.

Mathematical development

61. The quality of teaching is very good and most children are on course to achieve the early learning goals. Teachers have high expectations and this is reflected in the quality of the children's learning. Children's knowledge and understanding of shape is good and by the end of the year higher attaining pupils have a good understanding of some of the properties of squares and rectangles, and of cylinders and cuboids. Less able pupils are beginning to be able to order teddy bears by size and to draw a set of objects to match a given number. The children know and enjoy a number of counting songs and rhymes such as 'Ten tubby teddies'. In another activity children are learning the language of position such as above, under, behind and between. Teachers make very good use of problem solving activities for practising these skills as, for example, in one very good lesson where the children had to solve a puzzle involving the position of toys on a shelf.

Knowledge and understanding of the world

62. The teaching is very good and most children are on course to achieve the early learning goals. They use the grounds to explore a good wooded area and this resulted in some good learning about habitats. Children can sort objects by properties such as shiny and dull and a lot of good interactive displays give children the opportunity to try out musical instruments. A lot of the present work is based around the text about a bear hunt. Children learn the vocabulary about materials from the book and a good display is based on different textures of the areas children travelled through. In another lesson, children had the opportunity to test materials representing mud, ice, forest and grass. Other children have made good, imaginative construction kit models of homes for the three bears. Many of the children are already adept at using the computer and their mouse control is very good. They can click and drag as, for example, in an activity to dress a bear in the correct sequence.

Physical development

63. By the end of the reception year most children are on course to achieve the early learning goals. The teaching is very good. Many opportunities are provided to help children develop their manipulative skills through cutting activities, handwriting patterns, building with small construction equipment, threading beads on laces or colouring tasks. Most children can use scissors successfully, their pencil control is good and letters are becoming more legible. During a physical education lesson in the hall, children showed very good spatial awareness as they moved round, travelling in a variety of ways. Very good discussion about the effects of exercise and of warming up and cooling down help the very good learning about how our bodies work. Outdoor play takes place in the playground area and all the children enjoy riding the tricycles around the markings, showing good control when peddling. They also have good opportunities to play in the willow tunnels.

Creative development

64. The quality of teaching in this area is very good and the majority of the children are on course to achieve the expected early learning goals. They enjoy a range of experiences in music, art, story and imaginary play. The role-play areas reflect the literacy topic and are bears' caves or the three bears' house. The use paint and collage to make a range of creative works such as a large collage of bears in a tree. They have good opportunities to use musical instruments and the use of background music during some activities helps maintain a quiet working atmosphere, while also developing pupils' listening and appreciation skills. Action songs and rhymes are often heard and children join in with enthusiasm. Role-play offers children plenty of opportunities to act out events in an imaginative way. For example, small groups of children dress up appropriately, taking a map

and torch and explore around the room taking part in a bear hunt. Very good links to literacy are made through labelling of painted card model bears using good descriptive language such as fluffy or furry.

ENGLISH

65. Pupils achieve well in this subject and evidence from the inspection shows that they attain above average standards by the end of Year 2. Previously, when children joined the school they showed very good levels of attainment and made very good progress by the end of Year 2. Last year, however, levels of attainment in the national tests fell and pupils achieved average levels of attainment by the end of Key Stage 1.
66. In 2002, the results of the national tests that pupils take at the end of Year 2 indicated that standards in reading had dropped to be average compared to all schools nationally and also when compared to schools with pupils from similar backgrounds. Standards in writing also dipped with pupils attaining average levels compared to all schools and below average levels compared to similar schools. The reason for this dip was that there were no pupils attaining the higher level in writing and that there has been a significant decrease to only two-thirds of pupils achieving a higher grade within the expected level. Predictions for the 2003 national tests indicate that these levels of attainment should increase to be above average in reading, and writing standards will also improve so that over three-quarters are predicted to achieve above average levels with nearly ten per cent achieving the higher level.
67. Standards in speaking are unsatisfactory although pupils' ability to listen is very good. Nearly all pupils listen carefully and effectively to teacher explanations and instructions. Few opportunities are provided for pupils to have sufficient time to talk to each other about their work. During whole class sessions, pupils usually answer teacher directed questions in phrases and do not answer in extended sentences. When overhearing interactions between pupils it is clear that many pupils do have good conversational talk appropriate to their age; they can convey their ideas clearly but this has not been developed sufficiently as part of their learning. Currently insufficient talk is built into lesson plans and no role-play opportunities were observed for Year 1 pupils.
68. In reading, pupils of all ages have good levels of attainment. They are able to read simple texts accurately and fluently, recognising high frequency words. They have good knowledge of letters, sounds and meanings to read words that are unfamiliar, as, for example, when they read different types of instructions in Year 1 or when they read about Florence Nightingale in Year 2. More able readers can read expressively and quickly and read unknown words by their context. They understand the function of simple punctuation such as question marks and speech marks. Pupils found discussions about books difficult to articulate and at Year 1 they had limited knowledge of the structures of a book, whilst at both Years 1 and 2 pupils had little knowledge of authors and most could not discuss their favourite books knowing both the title and the author. For example, some pupils in Year 2 could name Dick King-Smith as their favourite author but none could name any of his books. Current changes to the planning and approach to guided reading lessons throughout the school, supported by newly purchased resources, are intended to build upon pupils' skills but are, as yet, too early to have shown an impact.
69. Current achievement in writing is generally good across the school and standards are likely to improve for seven-year-olds by the time they take the national tests in 2003, so that attainment should return to its previous above average level. The school had predicted the 2002 fall in results and is currently working systematically to improve standards in writing through the additional provision of weekly writers' workshops, which are ability grouped for teaching, as well as setting group writing targets and individual literacy targets for all pupils. Individual literacy targets are in the early stages of development. Pupils understand their targets and regularly have their targets cards out when writing in literacy. The planning does not, as yet, ensure that every child has opportunities to practise regularly towards meeting their targets and there is very limited evidence of teachers' marking informing pupils about how successfully they meet their targets in their everyday lessons. Target cards are rewarded with 'smiley faces' but some pupils' targets last for long periods of time so that they are not realistic small steps. Lower attaining pupils are helped to achieve well by receiving the additional support of classroom assistants or by being the main focus of the teacher's attention in the independent activity time.
70. Teachers provide a suitable range of opportunities for pupils to write for different purposes in English lessons. These include writing poetry, stories, biographies and instructional text. However,

samples of pupils' work show that relatively little sustained writing is undertaken in other subjects. This restricts the opportunities that pupils have to use their writing skills in lessons other than English. During the word level part of lessons based on the principles of the National Literacy Strategy pupils learn well. For example, pupils in Year 2 had very good knowledge of the rules for words ending with 'ing' and understood their usual conventions as well as exceptions and irregularities to the rules such as that 'ing' never follows an 'e'. They demonstrated the ability to double consonants in words such as 'running' and 'hopping' and even understood the exception to the rules such as in 'seeing'. Pupils were very effective at using this learning within their guided reading sessions and their writing. Both higher and middle attaining pupils develop their ideas well in writing that can be varied and interesting. They use vocabulary imaginatively and organise their writing in paragraphs. Pupils who have special educational needs or are lower attainers also achieve well in their lessons due to the work being of an appropriate match to their abilities and by these pupils often being the focus of additional support. Pupils of different ethnic groups make similar progress to their peers and are often in the higher attaining groups within English lessons. Standards in spelling, handwriting and presentation are less satisfactory and often let down pupils' work especially higher attainers.

71. The quality of teaching is usually good. Teachers have good expertise in the subject, which enables them to give effective support and guidance to extend pupils' learning. Teachers are effective at sharing the intended outcomes of lessons with their pupils. This helps pupils to clearly understand what they have to do within their independent tasks. The endings of lessons are most effective when teachers use pupils to demonstrate their learning through sharing their work. For example, in a Year 2 lesson on writing instructions for a lunchbox, a pupil used his writing to instruct the teacher and also self-assessed how accurate his own writing had been. Any weaknesses in lessons seen were with higher attainers who were sometimes given tasks that were too challenging and that were inappropriately matched to their abilities and had insufficient adult intervention to enable them to succeed. Pupils behave well in their lessons and show good attitudes to their work.
72. The use of ICT to enhance pupils' learning in English is satisfactory within the lessons which use the computer suite. However, it is unsatisfactory in lessons based in the classrooms, where teachers miss opportunities to use computers and so pupils rarely use computers to modify and improve their writing. Homework is effectively used and parents are very supportive of their children's learning in English.
73. The subject is well managed. The curriculum is based appropriately on the National Literacy Strategy, supplemented by the school's own guidelines for implementation. Appropriate priorities for development have been identified within an action plan and are a significant strand of the school's development plan. Library provision is currently unsatisfactory. The library is situated in an inaccessible position for young pupils and many pupils questioned had not accessed the library for a long time. Some pupils in Year 1 could not describe where the library was whereas another pupil in Year 2 said that he had last used the library to have his hearing checked last year! The library is not used effectively to promote positive attitudes to books and reading, as it is an unattractive environment with many books well out of date. The subject co-ordinator's report on the school's performance in the subject contributes effectively to plans for school improvement. Procedures for analysing assessment information and identifying strengths and weaknesses within the school's provision are appropriate. Appropriate additional funding for strategies such as early literacy support have been used effectively. Overall, there has been good improvement since the last inspection.

MATHEMATICS

74. Since the last inspection, national test results have been at an above average level until this year when they dipped to a below average level. When compared to the results of schools with pupils from similar backgrounds results in 2002 were below average. The reason for this decline is that fewer pupils reached the higher levels than had done so in 2001, although almost all reached the expected level. There is little difference in attainment between the different aspects of the

curriculum such as shape and measure or number. The test results support the finding of the inspection that there are no significant differences between the results of boys and girls.

75. The reason for the fall in standards in 2002 is that the cohort of pupils contained a significant number of pupils with special educational needs, pupils who were born late in the year, pupils who joined the school more recently than in reception and a significant proportion who had immature social skills. The scrutiny of the present Year 2's work shows that by the end of the year they are likely to improve on this year's results with more of them attaining the higher levels. The inspection evidence is that overall standards throughout the school are above those expected for the ages of the pupils. The school has made good progress since the last inspection when standards were broadly in line with those expected. The majority of the pupils now make good progress in relation to their prior attainment. Pupils achieve well due to good teaching, the appropriate grouping of pupils by their prior attainment, a well-planned curriculum and the very good management of the subject. The National Numeracy Strategy has been very effectively introduced and has had a positive impact on the quality of teaching and on standards.
76. Staff are sensitive to the needs of both sexes and plan lessons well to interest girls and boys and fully involve them in question and answer sessions. Pupils with special educational needs are given good support from class teachers and teaching assistants. This support enables them to take a full part in lessons and to make progress at least in line with their peers. Pupils from ethnic minority backgrounds are fully included in all lessons and a significant number are among to be found the higher attaining pupils.
77. In Year 1, pupils can confidently count in two's and know the answers to questions about adding pairs of numbers. They are beginning to recognise the pattern evident in counting in two's. They can compare lengths of objects and measure them against cubes. They are beginning to be able to sequence a range of activities during the school day as part of their work on time. Most of the Year 1 pupils are able to perform simple calculations using coins. Less able pupils have made good progress in learning to write numbers accurately and neatly. By the end of the year, pupils can use computers to produce bar graphs and pie charts from a range of information.
78. In Year 2, higher attaining pupils are able to count sequences using two digit numbers. For example, they can add 10 more or work out 10 less when starting from a given number. They can recognise the use of two and three digit numbers in the real world through, for example, car number plates. Very good progress was made by the majority of the pupils during one lesson when they were taught basic skills of rounding numbers to the nearest 10. This work was reinforced well at the end of one lesson through a good activity using dice to create random numbers for rounding up and down. Pupils can count in tens and can order numbers over 20. All pupils are gaining significant knowledge and understanding of place value. Work on the properties of two-dimensional shapes shows that pupils know the numbers of sides and corners, but the drawing of the shapes is often untidy and inaccurate. Good links with other subjects are made through the use of data handling skills. For example, in science Year 2 produced a good pictogram of their favourite foods.
79. Pupils' attitudes are good. They take a full part in mental sessions and demonstrate enjoyment of many of the activities teachers provide. Less care is taken with the presentation of some of the written work. Pupils are well behaved and work well together when activities require collaboration. They tidy up quickly and efficiently at the end of lessons and remain on task for a good proportion of the time.
80. Teachers share the learning objectives for the lesson with pupils and this helps them understand what they are learning and what is expected of them in the lessons. Questions in mental sessions are well-targeted towards individual pupils to provide an appropriate level of challenge. The planning does not make clear how the use of ICT can support and enhance the teaching of numeracy and not enough use of computers is made during lessons. The teachers in a year group plan together to ensure consistency in the provision and group the pupils by their prior attainment for some lessons. All planning is well presented and teachers make excellent use of ICT for this purpose. This enables teachers to focus their teaching on a narrower range of ability. The good marking makes clear to children what they have done well and how they can improve. Assessment is very detailed and provides a very clear picture of how well pupils are doing and what they need to

improve in the future. Teachers have visited other schools to see examples of good practice in the subject and this has had a positive impact on their own practice. At times lessons are late starting and time is lost through movement around the school. The inconsistent nature of the timetables drawn up by teachers makes it unclear exactly how much time is given to the subject but some lessons are longer than is recommended in the National Numeracy Strategy and this causes the pace to slip.

81. The subject is very well managed by the recently appointed co-ordinator. She is knowledgeable and enthusiastic and provides very effective support for her colleagues. The co-ordinator has monitored lessons and supported teachers' planning, and has scrutinised pupils' work to assess the quality of teaching and learning. This has had significant impact on the teaching throughout the school. The test questions are analysed to see where there may be weaknesses in the teaching that need addressing. This has resulted in the recent focus on problem solving which the school has recognised as a priority for the future. The co-ordinator has worked hard to develop the mathematics homework through the use of a very good activities library that a growing number of parents are using to work on at home with their children. In addition, she has created a newsletter for parents to keep them up-to-date with mathematical activities and events in the school, as well as providing advice for ways they can support their children at home.

SCIENCE

82. The previous inspection reported that standards in science were above national expectations. These high standards have been maintained overall although the test results fell in 2002. In the teacher assessments for 2001 Year 2 pupils performed above the national average at the expected level, and close to the expected standard at the higher level. The results for 2002 show an almost identical high standard, but with fewer pupils achieving Level 3. These high standards have been maintained consistently for the last four years, with a particular strength in experimental and investigative science. The school's performance in the tests was broadly average when compared with schools with pupils from similar backgrounds.
83. The reason for the lack of pupils attaining the higher level in 2002 is that this cohort of pupils was below the school's usual standard of attainment on entry and a higher than average number of pupils had special educational needs and required extra support. In addition, a higher than average number of pupils had birthdays towards the end of the academic year. Inspection of pupils' work confirms the high levels of attainment normally found in national tests and assessments, and indicates that the present Year 2 pupils are on target to achieve better results than was the case this year.
84. In their work on sound, Year 1 pupils develop their knowledge to show that sound travels through water and round corners. They sort and classify musical instruments, comparing loud and soft sounds. They can correctly draw and label the parts of a plant, identifying leaves, petals and stems. In a lesson on light and dark, they are made aware that we need light to see, but other senses can be helpful in the dark. They can name sources of light, such as a torch and a candle. Year 2 pupils are able to give the names and properties of various materials, and identify materials with different characteristics. Observations include "If you boil something which is frozen it will melt" and "When water gets very cold it changes into ice". In one piece of work, a pupil links wood and water because "Trees need water to grow". He recognises that wood is only *sometimes* rough. In work on healthy living, following a visit from the school nurse, a pupil wrote "We need bread and cereals for energy". All pupils, including those with special educational needs, who are well supported, and those for whom English is a second language, achieve well over time.
85. The teaching of science is never less than satisfactory. It is good in Year 2, and good overall. This is an improvement since the previous inspection. The joint planning by teachers is very good and is having a positive impact on standards. Lesson objectives are clear, shared and displayed, and then reinforced in plenary sessions at the end of lessons. This is good practice and helps significantly to support pupils' learning. Teachers use a variety of imaginative and effective methods. For example, one teacher in Year 2 made good use of a "feely bag" to get pupils to describe unseen objects as soft, flexible, smooth and warm. In Year 1, the teachers used stimulating methods to heighten pupils' awareness of light and dark by playing "Pin the Tail on the Donkey" blindfolded, and by asking blindfolded pupils to search for objects by using other senses such as touch, though the opportunity was not taken to use the sense of smell. In all the lessons seen teachers planned to match work to pupils of different attainment levels, were confident with the subject, managed pupils well and challenged pupils suitably. Specific scientific vocabulary is targeted, such as opaque, transparent, liquid or gases. Pupils bring good, sometimes very good attitudes to their lessons. They are very good listeners and this significantly contributes to good learning.

86. Leadership of the subject is good. The co-ordinator's effective action plan has identified assessment and the monitoring of assessment procedures, and the use of ICT as priorities. There has been good improvement in the subject since the previous inspection with curriculum enhancement through occasions such as a school grounds day and a science week. The latest national guidelines and a new scheme of work, and a new subject policy, have been adopted; staff have become more confident through training, and resources have been improved. The co-ordinator has monitored teachers' planning, has taught alongside teachers, and has observed most teachers teach. Consequently teaching has improved. She has been less successful in locating suitable ICT software to support the subject, and consequently the subject is not yet supported fully by the systematic use of computers.
87. Assessment in the subject is good, and good use is made of this. Having identified that few girls attained the higher level in the tests, more non-fiction and scientific reading was deliberately introduced into literacy hour sessions in an attempt to gain greater interest from girls in the subject. This has already been successful. Assessment of experimental and investigative skills has recently been introduced and is helping to raise standards. Pupils' self-assessment is underdeveloped. Higher attaining pupils are challenged further with appropriate homework tasks. Support staff have benefited from training by the co-ordinator, work well with teachers, and contribute significantly to pupils' learning. Curriculum planning documents recommend ninety minutes of science teaching each week. During the inspection this was not fulfilled and there is a need to monitor the use of time and timetables to ensure adequate coverage. There are strong cross-curricular links with other subjects, such as music. Displays are of high quality and the subject has a strong focus round the school. Literacy and numeracy skills are well supported through the writing of experiments and recording of results. The subject contributes well to pupils' social development but there is no planned provision to support their spiritual development.

ART AND DESIGN

88. By the end of Year 2 standards are above those expected for seven-year-old pupils. These high standards have been maintained since the last inspection. Observations included two- and three-dimensional work and evidence of the use of a good range of materials and media. In particular, very good use of the work of well-known artists is made to inspire and enthuse pupils. For example, a topic on abstract patterns and paintings introduced Year 2 pupils to the work of Jackson Pollack and Mondrian, leading to some very imaginative pattern making.
89. In one Year 2 lesson pupils learned about self-portraits before attempting to create their own. The teacher extended the activity by getting pupils to introduce emotion into their pictures, by showing, for example, their face as angry, happy or sad. Good use was made of reproductions of paintings by Munch and Picasso to provide ideas for ways of approaching this task. Merging digital photographs of the pupils with backgrounds coloured to illustrate emotions also provided an imaginative task for children to undertake. Very good use of computer software to create pictures enabled pupils to demonstrate a different aspect of their creativity while at the same time improving their ICT skills. Some pupils demonstrate a very good level of knowledge; one girl discussed the computer work confidently and correctly using terms such as 'animation'.
90. In Year 1, pupils created good designs for a patchwork quilt after studying reproductions of a range of such quilts. This provided a model for the need for simple patterning and the use of repetition. The teacher provided an appropriate formula to follow and within that the pupils demonstrated good imagination in devising designs based on houses or gardens. This work will later be developed using soft materials, joining all of the designs together to create a finished quilt.
91. There are good cross-curricular links made between art and other subjects. For example, in history and geography topics Year 1 pupils have made good models of different types of housing using boxes, card and paint. Computers are used very effectively when creating abstract patterns as well as self-portraits and using the symmetry tool links this work with mathematics.

92. The pupils' attitudes towards the subject are very good. They are interested in the work and try very hard to be successful. They show pride in their work and listen carefully to the teachers' instructions. This means that they are clear about tasks and following instructions carefully improves their learning about the skills needed to use different materials successfully.
93. The quality of teaching is good overall. Lessons are well planned and resourced. Very good use is made of teaching assistants. For example, in one lesson a teaching assistant used her own expertise and enthusiasm well to introduce a group of pupils to techniques using pastel crayons, involving the mixing of colours to create some very effective portraits with a range of shades to illustrate their skin colours.
94. The subject leader has only recently taken on the responsibility but is enthusiastic and knowledgeable and correctly focused on developing the teaching of the subject to improve the pupils' acquisition of skills. She is writing a scheme that is specific to the needs of the school and the completed sections of this demonstrate a very good subject knowledge and are likely to support teachers in preparing lessons more effectively. She has recognised that aspects of three-dimensional work need to be taught more consistently and her role also includes monitoring and supporting the good quality displays found throughout the school.

DESIGN AND TECHNOLOGY

95. Standards are in line with those expected and have been maintained at this level since the last inspection. During the inspection week, the subject was not being taught so evidence for judgements about standards is based on scrutiny of pupils' work completed earlier in the term, looking at teachers' planning, and from discussions with pupils and teachers. It is not possible to judge the quality of the teaching. All pupils in Years 1 and 2, including those with special educational needs, are achieving well, though potentially higher attaining pupils are insufficiently challenged.
96. Year 1 pupils make a variety of houses, flats, bungalows, semi-detached and terraced, using card and timber, as part of their topic on "Homes". They embellish these appropriately with individual roof tiles, many correctly over-lapping, before painting the whole for a finished effect. They develop literacy skills in describing their work, for example "a long, low, level bungalow". Year 2 pupils develop sewing skills when designing a hand puppet of their choice, such as a dragon or rabbit, before sewing fabric, sequins, and other materials to complete the whole. They evaluate their work on completion, suggesting ways for making improvements. Literacy skills are developed through the evaluation and through instructional writing when describing their learning objectives.
97. Leadership of the subject is good. The co-ordinator's good action plan has addressed all identified weaknesses from the previous inspection, such as learning assistants doing too much for pupils, and has introduced assessment and progress records, linked to each unit of work. Since the previous inspection the latest national guidelines for the subject have been adopted and a new policy and scheme of work produced, which are helping to raise standards. This has further been supported by material for teachers from a commercial scheme, thereby increasing teachers' confidence. Pupils' work is sampled, kept in a whole school portfolio, but not given an assessed level, which would help teachers judge progress more accurately. Good use is made of a digital camera to record work.
98. Resources for the subject are good, well labelled and organised, for each individual unit of study, and stored centrally. This is an improvement since the previous inspection. One unit is studied each term to ensure continuity in the progressive learning of skills. Visits to places such as the local playground, before pupils design and make their own playground equipment, and to a local building site before designing houses, enhance the quality of the pupils' learning. Food technology is provided through the design of a fruit salad in Year 1. The co-ordinator monitors teachers' planning but has not been able to observe lessons. Assessment occurs after each unit, and this is an improvement, but the use of such assessment to improve skills is underdeveloped, as is the use of ICT to support the subject. There is a good awareness of the subject in displays around the school. The practice of recording pupils' work in a general topic book, intermingled with other

subjects, is inappropriate. The subject contributes positively to the pupils' social and personal development.

GEOGRAPHY

99. By the end of Year 2, standards are in line with those expected for pupils' ages. Pupils in Years 1 and 2 make satisfactory progress in this subject and attain the standard expected for their age. There is no evidence of any significant variation between any groups of pupils. Pupils of different abilities and of different ethnic groups make similar progress, although those with special educational needs achieve well when given additional support in their geography lessons. It was possible to see only one geography lesson during the inspection and so judgements are based on the evidence from this lesson, scrutiny of pupils' work, teachers' planning and discussions with pupils. There was insufficient evidence to make a secure judgement about the quality of teaching.
100. By the age of 7, pupils have a sound knowledge and understanding of life in India and the similarities and differences between India and life in Britain. Pupils learn to use secondary sources from well-prepared photo packs of information, making accurate references to geographic features such as the adjacent Himalayan mountain range and the significance of the Taj Mahal. Currently teachers do not challenge all pupils' perceptions of life in a developing country and so some pupils retain an inaccurate and stereotypical understanding of life in India. Pupils in Year 1 understand the effects of temperature in helping to select appropriate clothing to take on holiday to a hot or cold country. They have good opportunities to explore their local environment and to study other local and contrasting villages. Good use is made of the school grounds, which include a conservation area and a well used willow tunnel area, which the pupils helped to plan and create.
101. ICT is not used sufficiently to enhance pupils' learning in the subject. The analysis of pupils' work shows that there is limited use of opportunities for writing about their studies, with too frequent an emphasis on recording through pictorial representation and diagrams. The evidence indicates that the quality of learning overall is satisfactory. Pupils are usually enthusiastic about their learning and enjoy, for example, their involvement in tracking the travels of Barnaby Bear. The pupils regularly support their studies by bringing information from home, some of which includes the use of non-fiction books and research from the Internet. In addition, some families will extend their children's learning in geography by making additional visits to such places as the Bristol Commonwealth Museum.
102. The subject co-ordinator is new to the post; she is working in line with the very effective school practice, and has a comprehensive action plan in place, which is giving a clear direction for improvements in geography. The co-ordinator has had insufficient time to fully monitor the subject. She has worked hard to begin to scrutinise standards by tracking ability groups in each year group and a new record sheet has been introduced for each class. This would benefit from further development so that the pupils' geographic skills can be assessed and so influence future planning for raising individual pupils' standards in the subject. A new scheme of work and policy is in place and is guiding teachers' long-term planning more effectively. Geography resources are satisfactory and consideration now needs to be given to how pupils are helped to develop their independent enquiry skills further. These developments represent good improvements in the provision for geography since the last inspection.

HISTORY

103. By the end of Year 2, pupils attain above the standard expected for their ages and the majority make at least good progress. Those of different abilities, including those with special educational needs and from different ethnic backgrounds, are included effectively in all aspects of provision for the subject.
104. The Year 2 pupils show a developing sense of chronology, as well as a knowledge and understanding of aspects of the life of prominent people such as Florence Nightingale and they are aware of the differences in living conditions in Victorian times. This shows good progress since Year 1 when the scrutiny of work shows pupils to have only a growing understanding of long ago and now.

105. The quality of teaching is good. Pupils in Year 2 benefited from well-planned lessons, which contained an interesting sequence of activities to sustain pupils' interest and concentration in their lengthy history lessons. These lessons were appropriately resourced using well prepared 'history sacks' of artefacts and resources. In these lessons good links were made with current literacy lessons. Teaching methods are limited in offering pupils the opportunity to explore resources or to make independent research as all information is given to the pupils. The opportunities for pupils to discuss their work are also limited and so pupils' abilities to speak in clearly articulated sentences are unsatisfactory. The introduction of 'hot seating', where someone takes on the role of a historical character to answer questions, is a positive development which could enhance pupils' learning by including occasions when they can carry out their own research, plan more challenging questions and take the hot seat themselves.
106. The use of ICT is not sufficient to enhance pupils' learning in the subject. The analysis of pupils' work contains only limited examples of the use of computers. The presentation of pupils' work in history is often let down by the unsatisfactory organisation of their writing as well as the quality of handwriting and spelling. Younger pupils' work shows limited opportunities to write extensively with much of the work being presented in diagram or picture form. Pupils are well supported in their learning by their families. For example, following the lesson on Florence Nightingale, pupils brought their own independent research taken from books and use of the Internet at home.
107. Provision for the subject benefits from the effective leadership of the subject co-ordinator. She is knowledgeable and enthusiastic and manages the subject well. Using the efficient school approach to subject leadership, she has worked successfully to improve the quality of the curriculum and ensures that all teaching is supported by appropriately managed resources. She has a clear grasp of the strengths and areas for development and the comprehensive action plan gives direction for her leadership. A new record sheet has been introduced for each class. This would benefit from further development so that the pupils' historical skills can be assessed and be used to influence future planning for raising individual pupils' standards in the subject. A new scheme of work and policy is in place and is guiding teachers' long-term planning. Medium-term planning includes evaluation but it has yet to be considered how this will be used to help make further improvements to the provision of history. These developments represent good improvements in the provision for history since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Pupils attain standards that are higher than those reported at the time of the last inspection and which are above those expected nationally by the end of Year 2. This represents very good achievement and good improvement since the last inspection. By the end of Year 2, pupils are able to use computers confidently, use a word processor correctly, control a mouse efficiently and use the tools knowledgeably, understanding the range of effects they can achieve. Pupils can use art software to produce pictures in the style of Jackson Pollock, confidently printing them and saving their work. Many pupils come to school with good understanding of the use of ICT and many have regular access to computers at home. Their learning experiences at home contribute to the overall progress they make in their knowledge and skills.
109. The quality of teaching and learning in the small number of lessons observed in ICT was variable, ranging from very good to unsatisfactory. Where teaching is very good the lesson begins with an effective review of what pupils can do before introducing well paced modelling of techniques by the teacher. This is then matched to opportunities given for pupils to practise new skills independently. Effective use of questioning is used to assess pupils' learning. Significant weaknesses in lessons include pupils spending too high a proportion of the lesson listening to the teacher. This limits the extent to which pupils can be involved and have opportunities to explore and discover for themselves as well as restricting individual's ability to consolidate and develop the skills, knowledge and understanding that are the learning focus for the lesson. Teachers' assessments of pupils' previous knowledge of the activity is insufficiently used to provide tasks pitched at the correct level. Pupils are very enthusiastic about their learning in ICT.

110. Overall, limited use of computers in classrooms was made during the inspection. The new computer suite is used effectively to support learning in both literacy and numeracy by having dedicated ICT lessons in each subject. The current arrangement of having two additional computers in each class has not been adequately considered so that pupils do not use them in all subjects of the curriculum. This results in the classroom computers not supporting learning appropriately. In most lessons, classroom computers were not used at all.
111. The subject leader continues to offer very good leadership in the subject. She has overseen the setting up of the new suite well. The situation of the suite is less than ideal and is difficult to use demanding that no more than half a class use the suite at any given time. This does mean that use of the suite depends upon the support of classroom assistants who work effectively in partnership with class teachers to provide learning for the other half of the class. Each pupil's personal portfolio is a clear profile of experiences gained each year. This is well matched to the recently developed individual skills progression and assessment sheets and means that the subject can be well assessed throughout the school.
112. The subject leader has worked extensively on producing very thorough strategic plans for teacher training and improving resources, and matched to her own personal action plan, this has resulted in the subject showing considerable improvement. The subject leader is also a computer trainer and has trained staff to sound level. Staff abilities are a significant strength of the school and this is an area of excellence as they are used substantially by everyone in producing resources, individual education plans, lesson plans, report writing, curriculum planning and the tracking of pupil data. Future plans to increase the ratio of classroom computers will give a ratio which will be closer to the government target and also give the opportunity to address the current weaknesses within the subject.

MUSIC

113. At the end of Year 2, standards of attainment in music are broadly in line with national expectations, and have been maintained since the previous inspection. Pupils have regular opportunities to sing, play musical instruments, make simple compositions, listen to and appraise music. Most pupils, including those with special educational needs, achieve well over time. In assemblies, pupils sing in tune and show good awareness of loud and soft, and understanding of form and timbre. Attitudes to music are good. Pupils sing willingly and clearly enjoy their music. They listen with care and perception to music played to them and to each other's contributions. They show good understanding of percussion instruments, can name them, and know how to hold and play them correctly.
114. No overall judgement can be made about the teaching of music, but in the one lesson seen, where the teaching was good, very clear planning and a good pace of delivery, linked with good class management, ensured that all pupils, including those with special educational needs, learned well, and attainment was above average. Good use was made of a parent helper. Pupils enjoyed the lesson, especially musical games such as "Pass the Hat" and tried hard to please their teacher. The teacher was able to sing well herself and was confident with the subject content. Pupils were very good listeners, and this contributed positively to the quality of their learning. Year 1 pupils are able to name, play and group percussion instruments into those you scrape, blow, shake, and strike. They handle instruments with care and confidence. When studying sound in Year 2 one pupil wrote "When you put your hand above a cymbal you can feel vibrations". Others can identify a siren as "a warning sound".
115. Music is played to pupils as they enter and leave assemblies, for example, Handel's Water Music, and reference is made to this. Some teachers make use of background music very effectively in art and dance lessons, and this enhances the pupils' learning, but there are no musical clubs or choir to extend pupils' opportunities to perform. A concert is held annually with the adjacent junior school, and a music workshop was held recently with another local infant school. Visits from professional musicians for guitar and percussion workshops support pupils' learning. Good use is made of specialist teaching in Year 2, where the teacher with special musical expertise teaches

both classes, to good effect. A new scheme of work has been introduced, following the latest national guidelines, and this is helping to further continuity and the progressive learning of skills. Pupils' performance is assessed at the end of each topic, but the use made of this assessment to improve performance is more limited, and still developmental. Similarly, the recording of pupils' work is underdeveloped.

116. The subject co-ordinator monitors teachers' planning but has been unable to observe any lessons. A need for further resources, such as multi-cultural music and CDs to further develop pupils' listening skills, is recognised. Good cross-curricular links, for example between music and science in the study of sound help support pupils' learning. The subject strongly supports pupils' social and cultural development. The use of ICT to support the subject, and training to develop teachers' confidence with the subject, are underdeveloped. Music has a high priority in displays around the school, in classrooms, hall and corridors.

PHYSICAL EDUCATION

117. By the end of Year 2, the attainment of most of the pupils is above that expected for their age. These good standards have been maintained since the previous inspection although the subject has not been a major focus for development in that time. Year 2 pupils are able to devise imaginative and acrobatic ways of travelling on different parts of their bodies, using techniques such as sliding, jumping or rolling. They perform these movements on the floor and then transfer their skills to work on the apparatus. They can put a range of different movements together, with or without a balance, and create some effective sequences. With support from the teacher, the higher attaining pupils are beginning to understand the need to finish a sequence in a good position. In dance lessons they try to recreate emotions in work linked to their art and design topic. They are able to move to appropriate music to illustrate being happy, sad or angry. Very good opportunities for Year 2 pupils to learn about the dance of different cultures are provided such as, for example, recent work on Indian dance with contacts made through a pupil's family.
118. In Year 1, pupils have a developing awareness of others movements and a good understanding of the space in which they are working. They can travel on different parts of their bodies with increasing confidence and extend this work by using apparatus to try out their ways of moving. In dance lessons, pupils work very enthusiastically to devise movements appropriate for different toys. They can match their movements to the music well.
119. Pupils' attitudes towards the subject are very good. They change quickly and quietly, and walk sensibly to the hall so as not to disturb other classes. They can access resources sensibly and know how to carry the apparatus safely. They clearly enjoy the lessons, responding to teachers' instructions promptly. The teaching is good throughout the school. Warm-up sessions are often productive and used for discussion about the effects of exercise on pupils' bodies. Teachers have good relationships with the pupils and the security offered encourages some to share their efforts with their classmates. Older pupils are asked to evaluate others' work positively, thus encouraging them to try out moves devised by others. Where the teaching had weaknesses they were due to teachers having less secure management of the pupils leading to some silliness and a lack of progress.
120. Very good provision for pupils with special needs is evident. For example, there are good systems for rewards and sanctions that teachers use to ensure all activities are conducted safely. At times, pupils are introduced to just part of a lesson and this enables them to take part appropriately and to make good progress at a level suitable for them.
121. The subject leader is the headteacher, which, necessarily, limits the time available for leading the subject. However, monitoring the subject happens as part of the headteacher's overall monitoring routine and she has also acted as a consultant within the school, offering advice and teaching sample lessons. The subject leader's knowledge and understanding is strong especially in the dance aspects of the curriculum. The planning is based on a nationally accepted scheme of work and ensures the full coverage of the National Curriculum.

122. The school has a good-sized hall and access to very good outdoor facilities, although the playground needs resurfacing. However, the hall often has to be used for the storage of resources as well as being used for assemblies and at lunchtimes. In addition, displays of work reduce the available area and this adds to the difficulties of making the activities completely safe. However, teachers are very aware of this and they work hard to ensure pupils can use the hall safely. The resources for games and gymnastics are good and have a positive impact on the pupils' learning. There are no opportunities in the school for those pupils with specific interests or talents to extend their skills through extra-curricular activities, although a significant number are members of local dance clubs or are regular swimmers.

RELIGIOUS EDUCATION

123. The previous inspection made no judgement on attainment or progress as there was insufficient evidence. There were key issues arising for the subject in meeting time allocations, teaching the explicit and implicit, improving teachers' knowledge in the subject and ensuring that both attainment targets of the locally agreed syllabus were taught. Attainment now is judged to be in line with the expectations of the locally agreed syllabus, which the school follows, supported by the latest national guidelines. Most of the key issues from the last inspection have been resolved satisfactorily, and there has been good improvement in the subject. A new and carefully considered scheme of work ensures that skills are taught progressively, and all pupils, including those with special educational needs, are achieving satisfactorily. There are still some concerns about the use of time; during the inspection week no provision was made to teach the subject to pupils in Year 1, and there is insufficient monitoring of teachers' timetables to ensure appropriate delivery of the curriculum.
124. It was not possible to observe any lessons during the inspection. Judgements are based on looking at pupils' present and past work, and teachers' planning, and from talking with pupils and teachers. Year 1 pupils study the festivals of Harvest and Christmas, recounting the childhood of Jesus in their exercise books entitled "Thoughts and Feelings". They are aware of other religions and cultures, for example the life of Mohammed and Buddhism. They reflect on how to welcome others to their own faith. In Year 2, pupils learn about important people, such as Ghandi, linked to their geography work on India, and reflect on what people and things are special to themselves. They know that Jesus is special, as one pupil wrote, "because he is God's son". The practice of recording work in a general topic book, mixed with other subjects, is inappropriate. Class books of festivals such as Christmas, Hanukah and Diwali are of a good standard.
125. No judgement can be made about teaching, but good opportunities were taken in daily assemblies during the inspection to inform pupils about other religions through the week's theme of "Special Books". Pupils learned about the Bible, Qur'an and the Torah, and the ways of Christians, Muslims and Jews. They know that Muslims worship in a mosque and that the Qur'an is kept in a high place. The co-ordinator teaches both Year 2 classes, and the use of her subject expertise is good practice and is helping to raise standards.
126. The subject is very well led. The well-qualified co-ordinator has worked very hard since the previous inspection to redress the key issues then identified, and to raise standards. Work has been assessed, and samples taken and levelled, for inclusion in a whole school portfolio. A new scheme of work is helping teachers with their planning and is raising standards. The subject policy, however, is out of date. Resources for the subject are good, with a plentiful supply of artefacts, well organised into topic boxes and well used. This is an improvement since the previous inspection. Teaching has improved following in service training and the co-ordinator has monitored teachers' planning, as well as their presentation of collective worship. She has yet to monitor teaching and learning in the classroom. Visits to local places of worship, and visitors who speak about other faiths, enhance the quality of pupils' learning. The subject strongly supports pupils' spiritual, moral, social and cultural development, and development of their literacy skills, but little use is made of ICT to support pupils' learning.