

INSPECTION REPORT

BUDE INFANT SCHOOL

Bude, Cornwall

LEA area: Cornwall

Unique reference number: 111945

Headteacher: Jane Greatbatch

Reporting inspector: Michael J Cahill
19623

Dates of inspection: 23 - 26 September 2002

Inspection number: 247163

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
School address:	Broadclose Hill Bude Cornwall
Postcode:	EX23 8EA
Telephone number:	01288 353798
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Appropriate authority:	The governing body
Name of chair of governors:	Len Tozer
Date of previous inspection:	3 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19623	Michael Cahill	Registered inspector	Information and communication technology Music Physical education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9744	Peter Brown	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22831	Clive Lewis	Team inspector	Educational inclusion English as an additional language Special educational needs Art and design Design and technology Mathematics Religious education	How high are standards? b) Pupils' attitudes, values and personal development How well is the school led and managed?
30724	Delia Hiscock	Team inspector	Foundation stage English Geography History	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

Bude Infant School provides education for children aged from 4 to 7 years. It is situated close to the centre of the town and serves a mixed housing area, including private and housing association properties as well as substantial bed and breakfast accommodation. About 16 per cent of full time pupils claim free school meals, which is close to the national average. Most children's attainment on entry to the reception classes, early in the year of their fifth birthday, is broadly average. By the end of the reception year, attainment is in line with national expectations. There are eight classes, one of which has children from both Year 1 and Year 2. There are 157 full time pupils in Reception to Year 2 (83 boys and 74 girls) and a further 45 younger four year-olds (28 boys and 17 girls) who currently attend in the mornings only; the school is smaller than average. Almost all pupils are of white UK heritage and there are very few pupils for whom English is an additional language. The overall proportion of pupils with special educational needs and the proportion with full statements are above the national average. Pupils' special educational needs include physical, emotional and behavioural as well as learning.

HOW GOOD THE SCHOOL IS

Bude Infants is a good and improving school where pupils make good progress across the curriculum as a whole as a result of good teaching and organisation. They are helped to develop good attitudes to learning and achieve standards that are above national expectations in several areas of the curriculum. The school is well led and managed and provides good value for money.

What the school does well

- Pupils achieve above the national expectation in reading, science, information and communication technology, art and design and history as a result of good teaching.
- The school is very good at promoting good behaviour, relationships and attitudes to learning.
- Children are given a good start in the reception classes; the school provides a full and interesting curriculum in Years 1 and 2 for all children.
- There is very good provision for children with special educational needs; teaching assistants give good support and children learn well.
- All children benefit from the good level of support and guidance that the school provides.
- The school and parents maintain a very strong partnership and this helps children learn.
- The headteacher, senior staff and the governing body provide good leadership directed towards improving children's achievements.

What could be improved

- The quality and quantity of children's story writing.
- The progressive development of subject skills from term to term.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection with respect to the issues identified in the report of November 1997. Planning and assessment procedures have been greatly improved although more use can be made of the assessment information gained. The roles and accountabilities of senior staff have been more sharply defined and this has led to improvements in curriculum co-ordination and staff development, as well as assessment. In addition, the overall quality of teaching and the standards that pupils achieve have also improved. The strong partnership between the governing body, headteacher, staff and parents provides a very good basis for further improvement.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

Schools are described as similar when they fall into the same band for free school meals, in this case between eight and twenty per cent.

Children in the reception classes make good progress and by the time they enter Year 1 most have achieved the early learning goals.

As the above table shows, pupils at the end of Year 2 in 2001 achieved National Curriculum test results that were above average in reading, average in mathematics and below average in writing; the results of the teacher assessments in science were broadly in line with the national average. The dip in 2001 compared with 2000 is largely due to the fact that there was a much higher proportion of pupils with special educational needs in the 2001 year group; there was a similarly high proportion in 2002, as well. Nevertheless, results in 2001 were better than those in the year of the last inspection and the indications are that the improvement has been at least maintained.

On the evidence of work seen and the provisional test results for 2002, standards in reading, mathematics and science have improved further while those in writing remain below average. The support given to boys in particular was successful in raising their self-esteem with respect to writing but too late to have a significant effect on their test results. Overall standards in English and mathematics are in line with national expectations with a good proportion of pupils achieving above the national standard of Level 2. In science, information and communication technology, art and design and history pupils' attainment is above national expectations. In the other subjects of the National Curriculum and religious education, pupils achieve in line with what is expected for their age. Pupils of all abilities make good progress.

Pupils with special educational needs make good progress towards their individual targets. On average over the last three years boys have not done as well as girls in the national tests. No significant difference was noted in the lessons observed or the work examined.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work; they show enthusiasm for school and willingly apply themselves to the task in hand.
Behaviour, in and out of classrooms	Pupils' behaviour is good overall, in and around the school, during break times and, in the great majority of cases, in lessons.
Personal development and relationships	There is good rapport between teachers and their pupils. Pupils demonstrate care and respect for other people and the school environment. They listen with interest and show due respect for the

	values, ideas and opinions of others.
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Attendance	The general level of attendance is good and most parents bring their children to school on time.
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Good relationships are a strength of the school and owe much to the good example set by the adults in the school community.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and consequently most pupils make good progress in lessons and as they move up the school. During the inspection the teaching in the majority of lessons was good or better, including about one in six where it was very good; there was no unsatisfactory teaching. This represents a substantial improvement since the last inspection. Literacy and numeracy are taught well although there is too little emphasis on story writing. A good feature is that work in other subject areas, for example, history and science, is used well to develop and practise the skills of literacy and numeracy. The skills of information and communication technology are used well to support and extend learning in other subjects.

Planning for pupils with special educational needs is good and teachers and teaching assistants provide very good direct support. As a result these pupils make progress that is as good as that made by their peers and they are fully involved in all the learning opportunities that the school offers. Higher attaining pupils also make progress that is generally good, particularly in reading and mathematics.

Strong features of the best teaching include the very effective working relationship that teachers and teaching assistants have with each other and with the pupils and their good classroom organisation and use of resources. Adults keep track of pupils' progress well and in the better lessons subsequent work is planned to build on this. Teachers and parents work together well and because of this homework makes an excellent contribution to pupils' learning and progress. The main areas for improvement, in a few lessons, were the time allocation (too short) and the degree to which planning made clear what the children were to learn.

Pupils enjoy learning and show a good level of interest and concentration. Because teachers generally make it very clear what pupils are to do and set appropriate tasks, most pupils quickly develop good work habits and become confident in their ability to learn. They respond well to the encouragement and praise that they receive and take increasing pride in their work. As they move up the school, most pupils learn to organise themselves well and are becoming independent learners.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is sound provision for the areas of learning in the Foundation Stage. The school offers a good range of learning opportunities in Years 1 and 2 with an appropriate emphasis on literacy and numeracy. All the subjects of the National Curriculum and religious education are taught, often through topics, and the school recognises the need to refine its planning to ensure the progressive development of subject skills. The curriculum is greatly enhanced through the involvement of the local community, visits and visitors.

Provision for pupils with special educational needs	Very good; it is very well organised and teachers and teaching assistants provide very good support. Pupils are very well integrated into the school community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; personal, social and health education has an important place in the school curriculum. Provision for pupils' spiritual development is good and that for moral, social and cultural development is very good. The provision for learning about other cultures and religions is very good.
How well the school cares for its pupils	Good; the school is a caring community and staff know individual pupils very well. There are good procedures for keeping track of the personal development, learning and progress of individual pupils. The use of the information gained for setting targets for groups of pupils is under-developed.

Relationships with parents are very good and a strength of the school. Parents are kept very well informed about their children's progress and written reports are of a high quality. Parents provide very good support to the school in the classroom, on visits and through working with their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and effective leadership focused on raising standards through improving the quality of education provided. She has carefully nurtured a whole school team with a shared commitment to improvement.
How well the governors fulfil their responsibilities	The governing body has a good overview of the school's strengths and weaknesses and is developing its role in accounting for the school's performance. It fulfils all its statutory responsibilities well.
The school's evaluation of its performance	The headteacher, senior staff and the governing body keep all aspects of the school's performance under continuous review. Priorities are identified and appropriate action taken.
The strategic use of resources	Educational priorities are supported well through careful financial planning and control. The school actively seeks to obtain best value from the finances allocated to it.

Staffing is good and so all pupils have full access to the subjects of the National Curriculum and religious education. Accommodation is good and learning resources satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views expressed through the 46 returned completed questionnaires and by the 23 parents who attended the pre-inspection meeting with the registered inspector were taken into account.

What pleases most parents	What a few parents would like to see improved
<ul style="list-style-type: none"> Children like school, are set the right amount of homework and make good progress. Teaching is good and the school has high expectations of children. The school is well managed and led. Behaviour is good and the school helps children to become mature and responsible. They are comfortable about approaching the 	<ul style="list-style-type: none"> The range of activities outside lessons. Information about children's progress. How closely the school works with them.

school with questions or problems.	
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The inspection team agrees fully with parents' positive views of the school. The school actively encourages parents to be fully involved in its work and many appreciate having daily contact with the teachers. Written reports about children's progress are of a high standard. The range and quality of activities outside lessons, at lunchtimes, after school, and including visits, is good for a school of this size and taking into account the age of the children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children enter part-time education in the reception classes at the age of four, with levels of knowledge, understanding and skills that are broadly in line with what is expected for their age. They make good progress across the areas of learning as a result of planning and teaching that is of good quality overall. Most children achieve the nationally agreed early learning goals by the time that they enter Year 1. There is no significant difference in attainment between boys and girls. However, over the last two years there has been an increase in the number of children, mostly boys, whose behaviour gives cause for concern.
2. In the National Curriculum tests for Year 2 in the summer of 2001, results show that pupils' attainment was above average in reading, below average in writing and average in mathematics, both when compared with all schools nationally and also with similar schools. In the science assessments the proportion of pupils achieving the national expectation of Level 2 was below the national average while the proportion achieving the higher Level 3 was in line with the national average.
3. Provisional results for 2002 show an encouraging improvement in the proportion of pupils achieving Level 3 in reading and mathematics. The overall proportions of pupils achieving the national standard of Level 2 in each of reading, writing, mathematics and science have remained roughly the same. More than a quarter of the pupils in the year group were on the special educational needs register. Overall progress through the infant years is, however, good with pupils achieving well in relation to their attainment on entry to Year 1. Inspection evidence indicates that achievement is particularly good in reading, science, information and communication technology, art and design and history. The school has made improving the quality of pupils' writing a priority but the steps taken so far have not been sufficient to lead to a significant improvement at the end of Year 2. The school's efforts last year were targeted mainly on boys and led to improvements in self-esteem and confidence about writing that did not translate into improved national test results.
4. Pupils with special educational needs make good progress in relation to their abilities and their individual education plans. They are identified at an early stage in their school life and the school allocates the resources to meet their needs effectively. Pupils' targets for improvement are reviewed frequently and teachers and teaching assistants provide a very good level of well-organised and well-focused support.
5. The inspection team judged that pupils' attainment in English and mathematics at the end of Year 2 is broadly in line with national expectations, a judgement that is supported by the provisional test results for 2002. Attainment in science, information and communication technology, art and design and history is above what is expected of pupils this age. In the other subjects of the National Curriculum and religious education, standards are in line with expectations, although pupils' singing is of good quality. Overall standards have improved since the time of the last inspection, due largely to improved planning, teaching and assessment. Pupils' overall achievement, relative to their attainment on entry to the school, is good. They have built well on what they knew and could do on entry, across a much broader curriculum. (For further details of pupils' achievements and progress in the Foundation Stage and in the subjects of the National Curriculum, see paragraphs 51 - 123).

Pupils' attitudes, values and personal development

6. Pupils have good attitudes to their work. They show enthusiasm for school, are interested in their work and are willing to apply themselves to the task in hand. In the best cases, they concentrate for extended periods without the need for constant teacher intervention. They ask and answer questions willingly and enthusiastically and are able to select, use and return relevant resources.

7. Pupils' behaviour from the reception classes onwards is good overall. In and around school, during play times, lunch times and when moving around the school site, pupils' behaviour is generally good and, in the best lessons, behaviour is frequently very good. Pupils take turns to answer and listen to their teachers and peers well and, in most cases, they work well, both individually and in groups of various sizes.
8. There is good rapport and respect between pupils and their teachers and other adults, and these consistently good relationships considerably enhance the quality of work and progress in the majority of lessons. Pupils show respect for other people and for the school environment and exhibit an understanding of the appropriate social skills in a variety of situations, such as, for example, when talking to visitors. There was no evidence of any inappropriate behaviour or bullying or any form of racial harassment during the inspection. There have been no exclusions from the school.
9. The standard of pupils' personal development is good. Pupils listen with interest to, and show due respect for, the values, ideas and opinions of others. As they progress through the school they develop an increasing understanding of the diversity of beliefs, attitudes and traditions in society through "Circle Time" activities, school assemblies and the religious education curriculum. Pupils are given responsibility for various aspects of the school's daily routines, such as taking the registers to the office.
10. Levels of attendance are good and above the national average. Registrations are conducted on time with brisk efficiency, and the registers themselves are accurately completed in full accordance with statutory requirements. Punctuality is generally good but a small number of parents habitually fail to bring their children to school on time. The good levels of attendance that currently characterise the school contribute positively to pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

11. On the evidence of pupils' work and the lessons observed during the inspection, the overall quality of teaching is good. During the inspection it was good or better in nearly three-quarters of lessons, including more than one in six that were very good. In no lesson was teaching unsatisfactory overall. This represents a considerable improvement since the last inspection. Reasons for this include the successful adoption of the national strategies for literacy and numeracy, an improved lesson-planning framework and monitoring by the headteacher and members of the senior management team. The teaching of English, including literacy, was never less than satisfactory. In most lessons it was good or very good. In mathematics, including numeracy, the overall quality of teaching was also always at least satisfactory and was at least good in two out of the five lessons observed. The quality of teaching in the reception classes is good overall.
12. Teachers and teaching assistants meet the needs of pupils with special educational needs with good, and frequently very good, quality support and set tasks matched appropriately to their needs. The special educational needs co-ordinator liaises very well with teachers and support staff. Teaching assistants work very well with class teachers; they are informed of lesson content in advance of lessons, contribute very well to the assessment and monitoring of pupils' progress and provide pupils with an appropriate blend of help and challenge. Support for pupils with a statement of special educational needs is very good and pupils with special educational needs are very well integrated into the school community.
13. The inspection team noted a number of elements, most of which were present in most of the better lessons observed. These included:
 - very good teamwork between teachers and other adults in making sure that all pupils were fully included in the lesson;
 - very good classroom organisation and use of resources;
 - skilled use of questions to assess and revise what had been learned earlier, and to extend knowledge and understanding;

- very good relationships and management of pupils;
 - high expectations made clear to pupils and an appropriate level of challenge for all ability groups;
 - good use of praise and encouragement;
 - the time allocated to the lesson was sufficient to enable the teacher and pupils to spend long enough on each part of it so that progress and the quality of learning were good;
 - ICT was used well to support and extend learning.
14. Many of these features were present in a very good mathematics lesson with the mixed-age class of Years 1 and 2 pupils. For example, there was a very clear demonstration of a numeracy computer program with very good use of questions to check understanding. The teacher explained clearly to pupils what they were going to learn in this part of the lesson and made sure that there was work appropriate for both Year 1 and Year 2 pupils. She showed that she expected pupils to be able to recall immediately number pairs that add to 10 and almost all pupils rose to the challenge and were praised for their success. Pupils were provided with good practical apparatus to support their learning in the main part of the lesson. The tasks, which were set at four different levels of difficulty, had been well structured to enable pupils to find out that, for example $7+3 = 3+7$. The teacher and the teaching assistants provided very good support and encouragement to individual pupils. Pupils were able to say what they had found out; the quality of their learning was good. The teacher had planned carefully how to check pupils' understanding both through the recording sheets that those in Year 2 completed and through her own observations and those of the teaching assistants with respect to Year 1. There was a pleasant and purposeful working atmosphere in which pupils worked confidently and successfully. The learning of all pupils was consolidated well through further good questioning in the final part of the lesson.
15. Where lessons were less successful in terms of the learning of at least some groups of pupils, the reasons usually included the absence of some of the above. In addition, planning sometimes did not identify clearly enough what the pupils were to learn during the lesson. In a few lessons at this early stage of the term, classroom routines and good behaviour patterns had not been firmly established and time spent dealing with inattention and minor misbehaviour detracted from the success of these lessons.
16. Teachers make excellent use of homework to improve pupils' attainment and to involve parents more fully in their children's learning. Work is conscientiously marked, often with the pupil, and teachers help pupils to see what they need to do to improve.
17. Because of the overall good quality of teaching, the quality of pupils' learning and the progress that they make in individual lessons and over time are also good. Pupils of all abilities become confident of their ability to learn and to carry out the tasks they are set because what they are asked to do is generally matched well to what they already know. In nearly three-quarters of the lessons observed, learning was judged to be at least good. Pupils' attitudes to learning and their behaviour in lessons were good or better in more than 80 per cent of lessons and were never less than satisfactory. (For further details of pupils' achievements and progress in the Foundation Stage and in the subjects of the National Curriculum, see paragraphs 51 - 123).

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

18. The curriculum is good overall. The school provides a full and interesting range of worthwhile experiences for its pupils. Much work has been undertaken to address issues identified in the previous inspection and the school has developed some good features. The school has linked planning to the National Curriculum programmes of study and has successfully maintained the use of key local features and heritage in the curriculum, bringing relevance and some richness to the curriculum overall. Statutory requirements are met and there are closer links with National Curriculum expectations than at the time of the previous inspection. Weekly planning has improved and is mainly good although in some subjects, notably literacy, what pupils are

expected to learn in individual lessons is not always as clear as it should be. One of the thoughtful features of the curriculum is the priority given to developing pupils' respect for each other and helping them appreciate the differences and richness of different cultures. This curriculum improvement is woven through several subjects such as art, geography, and religious education and is evident around the school in pictures and objects.

19. The school's provision for information and communication technology has improved in line with increasing national expectations in the subject and pupils now have a good start to their understanding of computers as tools through which they can learn. Subject links in science, literacy, numeracy, geography and art are well planned into topics and bring a good balance to the curriculum. This is added to through planned subject or themed weeks such as geography, science or a book focus week. In this way, the school tailors the curriculum to reflect the local resources. The school promotes these valuable learning experiences to build new knowledge seamlessly from pupils' own experiences of life but in the planning stage omits some skill development, for example in geography and music across Years 1 and 2. So much so that at the end of Year 2, pupils' understanding and use of maps, for example, is below that expected.
20. The curriculum for the Foundation Stage is sounds. Planning covers the expected six areas of learning (see paragraphs 51 – 69) and has a strong emphasis on developing children's personal and social skills giving children a good start in their school life. In the effort to promote early learning and engage children's attention, there is a somewhat high proportion of adult-directed activities planned. Only a small number of children benefit from this so early in the school year. Overall, in the Foundation Stage, children's opportunities for exploratory learning and decision-making are limited. This is primarily because in weekly planning, teaching intentions tend to take precedence over what pupils are expected to learn.
21. Arrangements for identifying and supporting pupils who have additional or different learning needs are of very good quality across the school. There is very good provision for pupils who have a statement of their own learning needs. Individual educational plans (IEPs) are written by the part-time special educational needs teacher following consultations with pupils, teachers and parents. These plans specifically address pupils' personal or academic needs and have clear measurable targets used to map out expected progress. The close dialogue between the coordinator, class teachers and teaching assistants ensure that provision is well focused and this adds significantly to pupils' achievements. Although there is some withdrawal of pupils for support, this is almost entirely for literacy support and pupils withdrawn from lessons receive an equivalent and appropriate literacy lesson at their own level. The positive atmosphere of the school and the very good relationships promote the very effective inclusion of pupils with special educational needs into every aspect of the school's life. The school has implemented well the new code of practice for children with special educational needs.
22. The school plans the teaching of literacy and numeracy from the national frameworks and places a good emphasis on the early skills of reading, mathematics and an increasing focus on early writing skills. The curriculum manager checks curriculum plans and her overview of checking test results in conjunction with planning has helped to improve standards in mathematics and maintain a more robust approach to planning in the school. The successful re-organization of teaching groups for numeracy has also contributed to improved standards and continues to benefit pupils in Year 2. Additionally, the home school "Partnership" work successfully connects the work in lessons with parents so that they can help their child further. Of particular note are the quality of the explanatory letters, pupils' targets and the consistent approach across the school.
23. There are good arrangements for personal, health and social education although governors have not formally adopted the programme used by the school. This includes the provision for drug awareness, sex education and relationships, which is at the stage of communication with parents. The school's recent award for its "Healthy Schools" initiative is well earned. Messages about healthy living are broad, reaching into many aspects of the curriculum and contributing much to pupils' early understanding of what it means to be healthy. The school works well with other schools, liaises appropriately with the junior school and has good links with the further education college which often places trainee nursery assistants in the school. There are good

links with local businesses and sports activities such as Tri-Golf. The school also supports parents' use of the town's care facilities for children after school. Locally, the school is particularly renowned for its Christmas production. Use of its National Trust school membership helps to bring a sense of the past closer to pupils' understanding and visitors are often welcomed into school to add a little flavour of real life experience. Together with trips out and about the area, these extras contribute to the rounded and appealing curriculum.

24. The school's provision for pupils' spiritual, moral, social and cultural development is very good. This is an improvement since the previous inspection and has a strong impact on the work of the school.
25. The provision for pupils' spiritual development is good. The calm and consistent approaches to the work of the school, in lessons, through relationships and in the way pupils learn to care about others, sends a strong message to pupils about the central importance of respect and care. Added to this, the use of the local community and area of Bude to extend learning recognises and values the historic and geographic heritage amidst which pupils live. Regular collective worship and assemblies usually, but not always, provide a good opportunity for reflection and prayer. When this flows through into lessons, good opportunities are created for pupils to think about the world beyond. Occasionally this nurtures awareness of a greater presence in their lives and prepares pupils well for times of personal reflection. When it is nurtured, often through a love of story and artwork, it is evident in the delight expressed by pupils.
26. The provision for pupils' moral development is very good. Pupils are taught the difference between right and wrong early in reception and this leads them into understanding the clear expectations and the boundaries within which they are expected to work and play. An important aspect is the negotiation that arises from children's reflection on playground events. The consistently good teaching approaches ensure that all pupils learn in small steps to show respect towards each other. This is shown in the way that Year 1 pupils reach out to others who may need a little help. Most pupils can explain why something is wrong because the school reinforces the expectations and messages through stories and almost daily discussions. As a result, pupils understand that if they make a mistake and do something wrong, they are still valued. Staff are very good role models and reinforce the aims, values and beliefs of the school, captured in the school's "Golden Rules". They extend pupils' understanding beyond themselves through charitable fundraising for those less fortunate than themselves.
27. The provision for pupils' social development is also very good. Year 1 and 2 pupils use the improved and well designed outside play areas and this promotes their social development very well. They sit and chat to each other and young children benefit from seeing how older ones play and interact with each other. The school's high expectations of behaviour provide a very good model of consideration and respect and most pupils rise to this. Added to this, relationships are very good. Pupils learn from early in reception that taking turns to speak and listen helps everyone. There are lots of opportunities for pupils to work in pairs and small groups as they learn. Teaching assistants play a very effective role in supporting the development of pupils' social skills and contribute to the overall strengths in the provision.
28. Provision for pupils' cultural development is also very good. There have been significant improvements in this aspect even though the provision was good at the time of the previous inspection. The good lead taken by governors in checking the school's provision has been very effective. The very good use of multi-cultural resources increases pupils' awareness of the cultural wealth of people in the world through positive and engaging images and artwork. The school uses the locality very well to enhance the curriculum and this has been maintained since the previous inspection. The school uses the rich variety of seaside and historical legacies through trips and visitors such as the potter who come into school and work with pupils. The school's stories, poetry books and information books support pupils' understanding of other cultures very well. At present this does not flow across into the books used to teach reading and the school intends to remedy this in order to improve further the way that it prepares pupils for life in ethnically diverse Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school provides a good standard of care for all its pupils. The deputy headteacher has designated responsibility for child protection matters and she has been fully trained in all relevant aspects; procedures are very good. Other members of staff, including those in a supporting role, have been trained in recognition signals and what to do should there be any cause for concern. There is a very effective liaison with outside agencies. The detailed child protection policy is regularly updated and is fully appropriate to the needs of the school.
30. Effective health and safety procedures have been established, and these are fully understood and implemented by all staff. A comprehensive health and safety policy has been adopted which is regularly reviewed. Systematic risk assessments are conducted each term, the results of which are reported to the buildings committee of the governing body. Classroom teachers are fully aware of potential hazards within their own classrooms, and appropriate emphasis is placed on health and safety factors within lessons. A typical example was the insistence of the teacher in a Year 1 science lesson on pupils washing their hands prior to touching food. First aid arrangements are good, as are the procedures for reporting and investigating accidents.
31. Monitoring of pupils' academic performance and personal development is good and is based on a good understanding of the needs of individual pupils. Comprehensive records are maintained of pupils' progress and this provides a secure base from which support can be provided. Teachers respond to the needs of pupils with sensitivity and skill, and this makes a positive contribution to the academic performance and personal development of pupils.
32. Procedures for monitoring and improving attendance are effective and make a significant contribution to the good levels of attendance achieved by the school. Computer generated statistical data is available which identifies attendance performance by year and by gender. A member of staff quickly and effectively follows up unexplained absences and, in rare cases where necessary, additional support is provided by the Educational Welfare Officer. The importance of regular attendance is effectively communicated to parents by the school, and the issue of awards at school assemblies appropriately celebrates good attendance by pupils.
33. Effective measures are in place to promote good behaviour. The school has successfully adopted a positive inducement strategy where good behaviour and other achievements are rewarded by appropriately worded stickers and by the issue of home/school certificates. Detailed and effective strategies are in place to combat all forms of oppressive behaviour and these are fully documented in the Discipline Booklet issued to all teaching staff. Sanctions operate on a hierarchical basis and are totally appropriate to the needs of the school.
34. Procedures for monitoring and supporting the academic progress of pupils are good. Individual pupils' records are comprehensive in detail and are effectively used by teachers to monitor and track progression. The co-ordinator has effectively led the good improvement in this area since the last inspection. Teachers and teaching assistants display a good knowledge of individual pupils and this provides a firm foundation for the provision of appropriate challenge and support. However, some assessment records are insufficiently linked to National Curriculum levels and the data is not used effectively to set targets for groups of pupils and to focus the provision to help them to achieve them. The other important development point is to spread the existing good practice of linking daily assessment very directly with precise learning objectives.
35. Arrangements for the monitoring and support of personal development are equally good. Teachers are effective in providing appropriate counselling, where necessary, and display a high level of understanding of the personal needs of their pupils. Information is recorded and communicated well through the use of, for example, individual behaviour books.
36. There is very good use of assessment procedures to identify pupils with special educational needs. The data obtained is used well to provide well-targeted support for pupils with pupils with learning needs, particularly but not exclusively, in the area of literacy. A particularly notable example of the very high level of care and inclusion is the "Multi-Sensory" room arranged and

decorated by one of the special educational needs teaching assistants. This was created specifically for the needs of one particular child who has a statement of special educational need and is a valuable resource for use with other young children as well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The view of parents, expressed through questionnaire returns and at meetings, is that the school provides their children with a very good standard of education. Their children make good progress, teachers are seen as good and approachable, and the school is thought to be well led and managed. The behaviour of pupils is seen to be very good and the school is thought to provide a safe and healthy environment in which pupils can flourish, both academically and in terms of their personal development. Parents, including those whose children have special educational needs, are strongly of the opinion that the school keeps them very well informed as to their children's progress and current developments in general. These very positive views are fully supported by the inspection evidence.
38. The very effective links that have been established with parents constitute a major strength of the school and make a very positive contribution to the academic and personal development of pupils. Informal and regular contact between staff and parents provides the bedrock to effective communication. Teaching staff are readily accessible, both prior to, and following, the teaching day, which allows for any parental concerns to be dealt with at the earliest possible stage. The help and support provided by teachers is very effectively reinforced by the headteacher who has a close knowledge of all pupils within the school and is readily available for consultation.
39. More formalised contact with parents operates through structured meetings which are held at the beginning and end of the academic year. The second meeting, held in the summer term, provides an effective opportunity for parents to discuss their child's annual written report. The written reports themselves are of a high quality, providing detailed information, subject by subject, and making appropriate reference to pupils' personal development. They are written in a personalised and "reader-friendly" style and very effectively inform parents as to what their children have learnt at school and what skills they have developed.
40. Weekly newsletters are sent to parents, providing them with up-to-date information concerning current and future activities. The Parents' Handbook and School Brochure are informative and attractively presented. The governors provide a written report summarising achievements and developments during the previous year, and this comprehensive document is in full compliance with statutory requirements.
41. Parents are encouraged to assist their children's learning at home and are given very effective help in fulfilling this role. Useful advice is given in the Parents' Handbook, and a number of 'teach-ins' have been organised covering numeracy, literacy and information and communication technology. Parental links are further consolidated through the 'Learning Together' programme where children and their parents or carers share interesting educational activities.
42. The impact of parents on the work of the school is very good. Considerable parental and carer help is provided in the classroom, and an abundance of assistance is given on external school visits. The effectiveness of topic work is enhanced by artefacts and materials provided by parents. The Friends of Bude Infant School (F.O.B.I.S.) provides valuable financial support and a focus for social activity. Recognition of the home-school partnership is effectively formalised through a written agreement, which details the respective responsibilities of the school and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher provides strong and effective leadership with clear educational direction for the work of the school. Following the previous inspection she has overseen significant improvements

in the quality of the curriculum, the role of the subject co-ordinators, the quality of lesson planning, the quality of teaching (through the introduction of good systems for monitoring and appraisal), and in the quality of assessment procedures. She has carefully and skilfully nurtured the development of a whole school team with a shared commitment to improvement, particularly to raising standards in literacy and numeracy. She has ensured the effective commitment and contribution of staff with management responsibilities. The school's aims and values are clearly reflected in all its work.

44. The governing body fulfils its statutory responsibilities effectively. The chair of the governing body is a frequent and welcome visitor to the school and other members also take a keen interest in the performance of the school and have undertaken appropriate training for their role. The governing body has a good overview of the school's strengths and weaknesses, and is further developing its role in accounting for the performance of the school and in acting as a critical friend.
45. The school monitors and evaluates its performance closely. The headteacher and senior staff have a very good understanding of the school's strengths and weaknesses and effective action has been taken to remedy weaknesses. Currently, there are no newly qualified teachers on the teaching staff; however, there are appropriate systems in place for the induction of new staff.
46. Educational priorities are supported well through careful financial planning and administration. The school improvement plan is a well-structured document with the clear aim of moving the school forward. It identifies relevant priorities for improvement and spending decisions clearly relate to these priorities. The school budgets systematically for all expenditure, is clear about costings and the pupils benefit from these well targeted spending decisions. Systems for financial control are unobtrusive, efficient and detailed; up-to-date information is available to members of the governing body prior to committee meetings. The very well organised management and administration systems of the school office keeps the way clear for classroom teachers to concentrate on their work. The school is beginning to make more effective use of new technologies. Specific grants received by the school, for example for staff training or special educational needs, are used effectively for the designated purpose.
47. The governing body and senior management team of the school are aware of the "best value" principles of comparison, challenge, consultation and competition. However, given the current limited funds remaining after essential expenditure, the school management has had limited opportunities to apply these principles in their decision-making. The school has recently spent a substantial amount on refurbishment of the nursery and other improvements and this represents good use of financial resources. The school consults appropriately and regularly with local education authority financial and curriculum advisers and with parents, keeping them appropriately informed about significant changes to the school curriculum - inviting parents to meetings about the literacy and numeracy strategies, for example.
48. The school's provision for special educational needs is very well managed and the school cares very well for pupils needing particular care and attention. Pupils' individual education plans (IEPs) are reviewed regularly by the special educational needs co-ordinator and parents are kept very well informed of changes made.
49. There is a good match of teachers and support staff to the needs of the curriculum. At the time of the inspection, there were six full-time teachers, including the headteacher, and four part-time teachers. There is an appropriate range of experience and subject specialism amongst the teaching staff; all staff, including teaching assistants, are appropriately qualified. There is a particularly strong team of teacher-assistants who make a very positive contribution to the work of the school. The school's accommodation indoors and out is of a good standard and is well maintained by the conscientious maintenance staff. Learning resources are broadly satisfactory overall, are often well utilised in lessons and are stored appropriately. The quality and quantity of resources in the school library and for information and communication technology are good. However, in the Foundation Stage, there is the need for a broader range and variety of sensory equipment to fully develop the experiences of all children. In the main school, resources for art and music are limited. Resources for all other subject areas are broadly satisfactory, although

several instances were noted during the inspection where conscientious teachers had used their own money to buy resources for their classes in order to support raising standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to raise further pupils' standards of attainment, the governing body with the headteacher and staff should:

- (1) Improve the quality and quantity of children's story writing by:
- building on pupils' love of reading and their growing understanding of the structure of stories;
 - actively developing pupils' use of interesting words and phrases;
 - providing more opportunities for writing at length;
 - being clearer about how much progress pupils are expected to make in a given period of time;
 - making better use of assessment information to focus group work;
 - developing the range of teaching approaches to story writing through appropriate training opportunities.

(See paragraphs 70 - 79)

This area of improvement already features in the school's development planning

- (2) Improve the progressive development of subject skills from term to term by:
- making sure that termly planning is firmly based on what pupils already know, understand and can do;
 - reviewing the learning objectives for the school's good cross-curricular work to make sure that it is clear what subject skills are being developed;
 - checking to make sure that all the necessary skills are taught through the sequences of topics, theme weeks and subject lessons.

(See paragraphs 99 – 102, 115, 119)

In addition, the governing body, with the headteacher and staff, should include the following point for improvement in their action plan:

- (3) Use assessment information to set short term targets for groups of children by:
- clearly connecting assessment with lesson learning objectives;
 - more generally using simple means of recording the results of day-to-day assessments;
 - relating the information collected to National Curriculum levels;
 - identifying groups of pupils who are at similar levels and targeting work appropriately to move them on.

(See paragraphs 34, 76, 78, and 90)

This area of improvement already features in the school's development planning

- (4) Develop the provision and use of the resources available to four year-olds by:
- improving the variety and quality of resources to include a greater range of materials with varying textures and other properties;
 - increasing the provision of 'small world' materials;
 - giving more opportunities for children to initiate learning themselves.

(See paragraphs 20, 51 - 69)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	21	11	0	0	0
Percentage	0	18	54	28	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about three 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)	179.5
Number of full-time pupils known to be eligible for free school meals	26

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	94.2
National comparative data	93.9

Unauthorised absence

	%
School data	0.5
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	38	34	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	25	32
	Girls	32	30	32
	Total	62	55	64
Percentage of pupils at NC level 2 or above	School	86 (93)	76 (89)	89 (99)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	33	33
	Girls	32	34	31
	Total	62	67	64
Percentage of pupils at NC level 2 or above	School	86 (91)	93 (99)	89 (97)
	National	85 (84)	89 (88)	89 (88)

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
186	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

No ethnic group recorded

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)	8.57
Number of pupils per qualified teacher	20.9
Average class size	22.3

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	1195

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	473,862
Total expenditure	451,664
Expenditure per pupil	2,626
Balance brought forward from previous year	17,934
Balance carried forward to next year	40,132

Carry forward figure was to cover costs relating to extensions to three classrooms and having an extra class.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
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	157
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	50	35	4	2	9
Behaviour in the school is good.	48	41	2	2	7
My child gets the right amount of work to do at home.	33	48	2	0	17
The teaching is good.	65	28	0	0	7
I am kept well informed about how my child is getting on.	43	35	11	2	9
I would feel comfortable about approaching the school with questions or a problem.	61	35	4	0	0
The school expects my child to work hard and achieve his or her best.	54	39	0	0	7
The school works closely with parents.	43	39	11	2	4
The school is well led and managed.	57	39	0	0	4
The school is helping my child become mature and responsible.	54	37	0	0	9
The school provides an interesting range of activities outside lessons.	17	39	11	2	30

Some rows may not add up to 100 because of rounding

The 'don't know' responses come from parents of children who had only recently joined the school.

Other issues raised by parents

- Parents welcomed the development of nursery facilities on the school site and praised the way that the playground had been developed and the way that the children had been involved in the planning.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Children enter one of the three reception classes according to their age. At the time of the inspection, children in two of the classes were starting their first week in school. Children in the autumn birthdays class were having their first taste of full time attendance. The 21 youngest children, aged between four years, two months and four years, four months attend in the mornings for two terms. The second class of 22 children attend for one term in the mornings then full time at the start of their second term. The class of 29 older children attend full time now that they are coming up to five. In this way the school recognises the children's different ages and stages of development and provides them with a good start to their full time education.
52. Reception classes are staffed by three teachers and five teaching assistants overall. Foundation Stage records show that children's attainment when they start school is generally similar to that expected for their age. Many get on well with each other and with new children. Most make good progress in most areas of learning so that when they move into Year 1 they enjoy stories, know most letters and are dealing with numbers. The majority of children are close to the level expected for their age in that they achieve most of the early learning goals. Some of the very good qualities of provision reported in the last inspection have been sustained. These include the schools' emphasis on children's personal, social and emotional development and the home visits that help the transition into school. Since the previous inspection, the school has developed an excellent partnership with parents, which successfully dovetails learning in class with that at home. Outdoor play areas have been further developed and new classroom extensions to all the reception classes have added valuable learning space.
53. The close partnership and teamwork of teachers and support staff is effective in ensuring that children benefit from close adult attention when they are introduced to new skills. Often though, the high level of adult directed activities limits opportunities for children to make links across the different areas of learning in the Foundation Stage. Additionally, there is too little time for children to explore their own ideas and interests in depth and not enough opportunities to engage in imaginative and exploratory play for themselves. The emphasis on the finished product, such as worksheets, does not take enough account of the way in which young children learn.

Personal, Social and emotional development

54. By the end of the Foundation Stage, most of the children have achieved the early learning goals in this area of learning. They make good progress in developing confidence because of the good teaching and early building of their self-esteem. Children particularly benefit from the joint class outdoor play sessions where younger children see what others do, take an interest in all around them and begin to learn to take care of their own needs. The secure routines ensure that children settle well as they begin to know the pattern of the sessions. Children are well nurtured by the team of adults and they thrive in these warm, encouraging early sessions. As children move through the terms of their first year in school, teachers and support assistants support them very well as a caring need arises but there are too few opportunities for children to sort things out for themselves and learn independently.
55. The children come happily into reception and are interested in what is going on. Adults chat to children, listen to their news and ask about their feelings. Children respond well to adults who give prompts to help them develop their ideas further. Good routines ensure that children learn early to put things back into the right places and to share and take turns. So much so that one visitor (an inspector) was carefully led out of the home corner by a child because there was already the allowed number of people inside. The very good teacher and adult skills keep children's attention for increasing lengths of time so that by the end of their reception year many are used to sustained periods of lesson time. In an example of this, quite a number of children made Jack in the Beanstalk gardens and became engrossed, spending more than 15 minutes adding ideas.

56. The children learn to think about others very well. Older reception children sit in a circle and talk about playground events. In doing so, they begin to understand how others feel. Teachers explain rules, praise good responses and foster a clear understanding of what happens when rules are ignored. This activity nurtures an early awareness of community and makes children feel that what they have to say is valued and important. This early boost to children's confidence prepares them very well for learning initially but reaches a plateau for a good proportion of children because teachers do not always plan activities for children to move on enough in their personal skills. Children do not respond as well when teaching is over-directed; many of the children would benefit from more opportunity to organise things for themselves and to take some charge of how a task should be done.

Communication, language and literature

57. The quality of teaching is good overall across the three classes. Children are absorbed in the often outstanding story telling and achieve well in their early reading skills. Progress is good overall but only satisfactory in the development of writing skills across the three classes because there is some variability in the quality of opportunities provided. Most children express themselves clearly when given the opportunity to explain their work to the class. They listen very well because there is close adult involvement in activities, ensuring a good understanding of how each child is doing. Some of the literacy activities are not well matched to the needs of four year-olds because there is too much adult direction. On balance though, informed teaching of reading and lots of good opportunities across the curriculum contribute to children's knowledge of letters so that by the end of their reception year, most children achieve the expected goals.
58. Adults maintain a gentle running commentary when talking with younger children, encouraging them to think and chat about what is going on and what they are doing. This is a strong feature of the teaching. The calm approach leads children to communicate well with others and also develops a growing degree of reflection. Comments by adults are very successful in supporting children's language skills and role-play as they dress up for the Goldilocks story. The school's "Partnership" books make an excellent contribution to children's language skills and parents say they value these greatly. Specific targets and regular notes describing new learning help children to gain much from this two-way process.
59. There are also lots of opportunities for children to learn the recommended key words list from the National Literacy Strategy and to know letter sounds. Some of the children learn these quickly and use them well in their writing, with a few older children showing a developing use of full stops and capital letters. Overall, evidence seen from a range of pupils' work indicates that the teaching of writing is satisfactory. However, children have too few chances to choose to write for different reasons, independently of adults. This lowers the pace of children's progress over time. Appropriate knowledge and skills are taught but there is little in the classrooms to encourage day-to-day writing expression.

Mathematical development

60. Children make satisfactory progress overall. They understand and describe shapes and use them appropriately to build small towers and structures, showing an understanding of which shapes fit together and balance. When children start reception class, mathematical development is slightly behind that of the other areas of learning and although there is a daily session devoted to mathematical experiences, teachers do not always provide activities that match children's learning needs well enough. Not enough account is taken of how young children learn through mathematical experiences and the long sessions early in pupils' school life do not meet pupils' learning needs comfortably. Some activities are more suited to older or higher attaining children with the result that, although most children meet the expected goals, some children fall short.
61. Children learn to count to five, then onwards, through rhymes and activities that are interesting but are not always the best use of time. The teaching emphasis assumes that all children of this age learn well this way and this is not the case. Teaching assistant support is effective. In

one session, for example, the teaching assistant worked with groups of children making, counting and recording five frogs in brightly coloured dough, focusing well on children's understanding of each number.

62. On the evidence of work seen from last year, most children learn to form their numbers correctly and some record simple additions and subtract numbers to nine. Teachers and adults ensure that children can count to and beyond nine and explore symmetrical patterns. Children achieve well when well-planned activities link story and number, as in *The Hungry Caterpillar*. Teachers also make good use of the outdoors and trips to encourage children to see mathematics all around them. Although lessons provide interesting and varied activities, there is less in the classrooms that invites children to investigate practical problems or to learn incidentally beyond exploration of containers in the sand and water trays. One of the reasons for this is the limited range of both everyday and custom-made learning resources for mathematics.

Knowledge and understanding of the world.

63. On entry to reception, most children have the expected range of general knowledge. Despite an increasing number of children entering school over the last two years with less knowledge of the world, most of the children are very interested in new experiences. The range of topics across the curriculum ensures that pupils make good progress in making sense of the world. This is primarily because of the variety of extra experiences provided. Teachers make very good use of the outdoor area, the local beaches, trips and visitors. This is a strong feature of the curriculum that ensures a growing awareness of the land around and a sense of the past. By the end of reception most children have achieved the standards expected for their age.
64. Children also benefit from being included in whole school themed weeks when many of the trips take place, particularly because they can see older children working. They learn to use the computer environment, the mouse and simple icons and they quickly benefit from fun teaching programmes such as that in literacy.
65. The quality of teaching is good overall but there is some less effective teaching evident when teachers do not foster curiosity in the classroom and over-direct learning. The range of resources with younger children is not wide enough and this detracts from children's on-going achievement. Children's work is displayed well but there are few tables and corners set up to invite children to examine objects or explore materials for themselves and this limits a sense of enquiry, particularly about scientific phenomena.

Physical development

66. Provision for children's physical development has improved since the previous inspection with the additional outdoor space and the larger playground developments such as the willow tunnel and the track-way that give children greater opportunities to run, scramble and climb safely. Children demonstrate their control, their co-ordination and their increasing awareness of space as they clamber over outside seats and tables and explore the expanses of the playground, thereby developing a good awareness of space. They are very aware of each other as they move and change direction to steer clear of others. Most children are on line to meet the expected standards by the time they leave reception, having made good progress.
67. Good teaching ensures that children develop confidence in managing their own personal items, dealing with shoe straps and buttons and zip coats. Children have reasonable skill in balancing bricks and small equipment and many children show the expected hand-eye co-ordination when they handle scissors, crayons, brushes and small objects such as pin fasteners when making a moving bear. Again, although teachers are good at planning activities that link with the topic, not enough thought has been put into creating the opportunities that directly focus on the children's needs. For example, limited experience of malleable materials is seen in quite a number of the current Year 1 children who find it difficult to handle play-dough and small tools.

Creative development

68. The quality of teaching is good overall with some very good teaching. Teachers and adults provide a broad range of lively and interesting activities in this area of the curriculum. Resources are used well and as a result, children's work is varied and increasingly skilful. For example, paintings are animated and represent figures, such as Goldilocks, well. Most children meet the expected standards by the time they leave their reception year, having made good progress.
69. When children initiate activities in the three bears' house, they make good imaginary use of the good resources designed to draw children into story-acting roles, helping them to understand characters as well as the real world. Children respond very well to a teacher's use of musical instruments and songs and on one occasion were absorbed by the sound of a small harp during a telling of Jack and the Beanstalk. However, the school has few musical instruments for children to handle and although teachers plan musical sessions well, opportunities to explore pitch, rhythm and sound patterns are generally reliant on adults.

ENGLISH

70. On the evidence of the work from last year, overall standards are average at the end of Year 2. Most pupils reach the expected standard in speaking and listening and many exceed it in reading. The proportion of pupils reaching the average and above average level in writing is lower than it should be. These standards are similar to those reported at the time of the previous inspection; national test results in reading and writing are now slightly better than they were at that time. On the evidence of work seen during the inspection, the achievements of boys and girls are similar.
71. The school promotes the early development of literacy skills well, overall, and with strong links across other subjects such as history and science. This range of experiences gives pupils a good start in their school life as confident readers, who enjoy a story, talk about their favourite books and who write accounts of visits and experiences at a reasonable length. Although most pupils can write information and instructional texts aptly, there has been much less opportunity for them to write stories and to be offered the role of young authors, despite their clear love of reading and listening to stories.
72. Pupils' progress to the end of Year 2, across the breadth of the English curriculum is good overall. From the start of Year 1, teachers make sure that most pupils know, understand and use initial-middle-end letter sounds and simple rhymes, such as *pet* and *net* by reading and writing them in fun ways. Higher attaining pupils write complete sentences and use full stops and capital letters. The school's use of an early catch-up programme of activities successfully ensures that those pupils (most of whom are boys) needing another go at grasping these crucial early skills are given an extra boost. As a result, they pick up momentum in learning to read and write. Pupils show interest and delight in sharing books and the routines for reading in school and at home are well established. Teachers use time for reading well overall. Pupils show average use of language when describing events or in suggesting what may happen next in a story. Most can predict rhyming words and phrases.
73. Pupils are very attentive and speak fairly fluently but there is a small proportion of pupils whose use of language is immature for their age. All pupils are encouraged to develop their personal and social skills in the consistently positive climate where what they have to say is valued. When teachers provide opportunities for pupils to talk, good discussion occurs, particularly when talking about a character or what an author intended. On the other hand, when lessons are focused solely on letters and words, teachers sometimes miss opportunities to develop a depth of thought for the higher attaining pupils and focus instead on the completion of worksheets. By the end of Year 2, pupils use a satisfactory range of vocabulary and use some interesting phrases but make little use of spirited, imaginative words and phrases in their story writing.

74. Most pupils begin school with average language skills and good progress is evident in their understanding of how a story starts, unfolds and ends. They also recognise how punctuation is used in sentences and can talk about the effect. Many pupils read for themselves and select from the broad range of interesting classroom and library books. Valuable home-school reading routines build well on those in school and are well established. The excellent "Partnership" books link with home and set precise targets for individual pupils' learning. Along with these, the good teaching of three letter words early in the academic year means that an increasing number of pupils are beginning to tackle the new words encountered. In the same way, the school's use of nationally recommended guidance accelerated the progress of a similar group of pupils who are currently in Year 2. Although most pupils at the end of Year 2 can locate information well, evidence from listening to them read indicates that they do not readily read aloud with expression.
75. Standards in writing are close to, but below, average at the end of Year 2. The school has not focussed sufficiently on developing the writing of stories. This has contributed to the mainly below average results in the national tests. In Year 1, pupils make a rapid start to forming letters correctly. They start the year with average hand-eye co-ordination, and most can soon form three-letter words well enough. These skills transfer quickly into their personal writing so that at the end of Year 2, many average and above average attaining pupils write in a clear joined style. Most pupils write in sentences of a reasonable length, and a good proportion use speech marks. Pupils enjoy writing accounts of their experiences. Although some pupils add interesting words and phrases, teachers do not develop imaginative use of written language in story and there are too few opportunities for pupils to enter the world of story in their own writing. This is one of the main reasons why the standard of attainment in writing is below that of reading.
76. Teachers make good efforts to teach the key list of words and also teach spelling patterns well. Most pupils spell familiar words correctly and lower attaining pupils use increasing recognisable phonetic sounds. Other contributing factors to the underachievement in writing evident in test results, are that the school has not used assessment information about pupils' progress well enough to target the needs of groups of pupils and not all teachers are knowledgeable about different approaches to teaching story writing. Additionally, expectations of how much pupils are expected to achieve in a set period of time are not clear and this has a dumbing-down effect on pupils' progress in writing specifically in Year 2.
77. The school has improved resources for teaching literacy, including books for teachers to guide reading groups. ICT is used well to support the development and use of literacy skills. In the process of widening the variety of reading material used to teach, the school has overlooked the need to include a good representation of the breadth of ethnic richness in contemporary Britain. The school plans to address this.
78. The quality of teaching is good overall with strengths in early letter, word and sentence work. However, the variability in approaches at times causes some fragmentation in pupils' achievement despite the long-standing strengths which include promoting a love of reading. Across the school, teachers manage pupils very well. Pupils know what is expected of them because relationships in the lessons are very good and teachers and teaching assistants have a genuine and committed approach to the pupils in their care. The school has improved arrangements for assessing and tracking pupils' progress over time but teachers have not connected this information sufficiently with their weekly planning. This means that some groups of pupils are not catered for as well as they might be. Pupils enjoy their lessons and most sustain concentration for good periods of time although occasionally the time that pupils sit on the carpet or at tables is too long. Some distractions and tiredness occurs when very young Year 1 pupils work through a long afternoon. When teaching is lively, pupils are very involved and contribute with some animation. Overall, most pupils show good concentration and make good efforts. Pupils maintain an energetic, spirited approach to their work, even when the teaching is less lively. Teaching assistants are particularly effective in their strong support for pupils. Pupils with special educational needs benefit from regular literacy sessions where the work is very well matched to their learning needs and so they make good progress.

79. Leadership in the subject is good. Generally, the right priorities have been targeted to raise standards and there has been some monitoring of planning and teaching. The co-ordinator has sought to ensure that both boys and girls achieve equally in the subject by a variety of means. These include trips that inspire all pupils, such as to the Explorer Dome and linked teacher training with the junior school. Her knowledge of pupils' progress is informed by the school's new system of tracking individual pupils' progress. One of the school governors has taken on a literacy link role and the teaching team is moving towards a coherent approach to some of the recommended methods for teaching writing.

MATHEMATICS

80. In the latest (2001) end of Year 2 national assessment tasks for which national comparisons can be made, pupils' attainment in mathematics was broadly equivalent to the national average for their age group. This is a considerable improvement since the previous inspection when attainment in that year's national tests was well below national expectations. Lesson observations during the inspection, a scrutiny of work undertaken during the previous school year and discussions with pupils during lessons indicate that the majority of pupils in Year 2 are on course to attain standards equivalent to those expected nationally by the end of the current school year. A proportion broadly equivalent to the percentage found in schools nationally are likely to attain above national expectations. Pupils, including those with special educational needs, make good progress in learning mathematics as they move through the school.
81. The school has adopted and implemented the National Numeracy Strategy well. Under this scheme of work and curriculum pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work during the year demonstrate that pupils have undertaken a variety of work on shape, space and measures, and have tackled a range of problems involving handling data and investigation using information and communication technology. Pupils in Year 2 are "set" for their maths lessons. Lesson observations throughout the inspection confirm that pupils make appropriate use of their numeracy skills in other curriculum areas, such as science and a particularly strong feature of the mathematical curriculum is the very good range of cross-curricular links with other subject areas.
82. Most Year 1 pupils understand the operation of addition and use the related vocabulary correctly and are able to solve simple addition problems in their heads. They add one to single-digit numbers and add two digits within 10, writing down the "sum", for example, $4+1 = 5$, correctly in most cases. In so doing, they are developing the concept of number patterns and describing and using number sequences. The more able pupils are adding two numbers within 20. Most Year 2 pupils recognise "odd" numbers and know the number names and can say them in order to 10 and beyond. They know what each number in a two-digit number represents and are beginning to read and use the vocabulary of comparing and ordering numbers – saying which is more or less. A small group of more able pupils are able to say what each digit in a three-digit number represents, whilst a similar number of less-able pupils require assistance in sequencing numbers to 9. Overall attainment is broadly average for the beginning of Year 2.
83. The quality of learning in the lessons observed ranged from good to satisfactory and was good overall. The quality of learning and the progress made is, in most cases, linked directly to the quality of teaching in individual lessons and the quality of teaching ranged from very good to satisfactory and was, similarly, good overall. In the best cases, teachers ensure pupils are well motivated and the overall pace of the lessons is frequently very good. In most cases, teachers' classroom management skills are effective in ensuring pupils concentrate on their work and teachers utilise a good range of strategies to motivate and interest pupils. Teachers follow the recommended numeracy lesson format and programmes of study closely. They plan lessons well and assess progress well on a day-to-day basis, in the best cases changing their daily plans based on pupils' progress in the previous lesson. They resource lessons well and use praise and questioning skilfully. They ensure all pupils are paying appropriate attention, take care to use correct mathematical vocabulary and terminology and expect the same from pupils, and provide good opportunities for pupils to explain their methods and practise what they know. Teachers work well with teaching assistants to provide, particularly for the lower-ability groups, a good and often very good level of support and challenge. Pupils' attitudes and behaviour in mathematics lessons are good overall. Most pupils enjoy, and are enthusiastic about, their mathematics work, especially the "quick" mental and oral activities which introduce each numeracy lesson, and most respond well to their teachers and work together without the need for constant teacher-intervention.
84. The co-ordinator for the subject has good subject knowledge and a good overview of the subject in the school. She has undertaken monitoring of the teaching of mathematics throughout the school and analysed test papers to collect data on the strengths and weaknesses in pupils' responses.

Funding provided for the purpose has been used appropriately to improve resources significantly; there are now appropriate, good quality resources available for all aspects of the numeracy curriculum.

SCIENCE

85. Pupils in Year 2 attain standards that are above those expected for their ages. In 2001, teachers assessed the overall standards at the end of Year 2 as slightly below the national average in terms of the proportion of pupils achieving the national standard of Level 2. However, the proportion achieving the higher than expected Level 3 was above the national average except in the experimental and investigative aspect of the subject. This was an area identified for improvement at the time of the last inspection. Evidence from the nationally based assessments in 2002 and from examination of pupils' work and teachers' records shows that there has been a good level of improvement in all aspects of teaching and learning in the subject. The quality of the teaching of science is good and includes many opportunities for developing and using the skills of literacy and numeracy, for example when pupils recorded what they saw when they were studying habitats or comparing their heights with that of a sunflower. All pupils, including those with special educational needs, are fully included in all learning opportunities and make equally good progress in acquiring a body of knowledge and developing practical skills.
86. Science weeks provide very valuable opportunities to focus sharply on developing scientific skills, knowledge and understanding. There was ample evidence that pupils had engaged in a wide range of investigative activities across the science curriculum. For example, pupils in Year 1 had explored magnetic forces and also the use of senses other than sight when it is dark. They had started to record their findings for themselves. Pupils in Year 2 had focused on classifying materials and change as a result of heating. They had experimented with ice and conducted a ramp test when exploring forces and movement. There was clearly good development of investigative skills.
87. A strong feature of much of the teaching of science is the way in which pupils are enabled to make links with other areas of the curriculum. For example, the Year 2 work on habitats links well with art, design and technology, geography, literacy and numeracy. It includes visits both locally and further afield and is a good example of science teaching that is firmly based in the pupils' own experiences.
88. During the inspection, pupils in Year 1 successfully identified the five senses and their learning was linked well to an earlier walk when they had touched and smelt flowers, tasted blackberries, seen and heard much. In this well taught lesson pupils learned about the tongue, the nose and the role played by the brain. Their learning was helped by the provision of good diagrams and good descriptions by the teacher and reinforced by practical opportunities to identify and compare smells.
89. The senses were re-visited productively by the teacher of Year 2 pupils who were going to look at lots of different materials and sort them according to different criteria. Good questioning, for example *'Would I be able to see or hear or smell whether something was hard or soft?'* helped pupils to focus on the task and consider how it could be carried out. The task was made very clear so that pupils were very quickly able to settle down in groups to sorting materials into different sets. It was not long, of course, before higher attaining pupils realised that some materials, for example a spoon that was hard, smooth and shiny fitted in more than one set. The teacher's assessment plan for the lesson included identifying pupils who spotted this. There was much good discussion and pupils generally showed a good understanding of opposites with respect to properties. They made good attempts at explanations, for example relating to shininess and reflection in the case of the spoon. The lesson was the first in a series on this topic and promoted good learning and progress.
90. The overall quality of teaching is good. Pupils enjoy the subject, particularly the practical and investigative aspects. They work well together and the subject provides a very good vehicle for the development of social skills. Some use is made of information and technology resources and there is scope for developing this further. The co-ordinator provides good support for colleagues

and is developing appropriate assessment procedures and a manageable means of recording findings. Where these are closely linked to the learning objective in lessons, as in the above example, they provide useful information.

ART AND DESIGN

91. Five art lessons were observed during the inspection. Evidence provided by these lesson observations and a survey of work undertaken during the previous school year and on display in classrooms and around the school suggests that a good range of work in a wide variety of media is planned at an appropriate level for each year group. Pupils' attainment in art by the end of Year 2 is above expectations for their age, as it was at the time of the last inspection. Pupils, including those with special educational needs, make good progress in developing their art skills and knowledge as they move through the school.
92. Pupils in Year 1 investigating and exploring ways of representing their observations use a good range of pencils, charcoal and paint to make detailed observational studies of fruit, that are of a good standard. Pupils in Year 2, making patterns with blocks of colour using oil pastels, are continuing to explore ways of making a pattern and the possibilities of a variety of materials and processes. They are trying out new techniques and learning about visual and tactile elements of colour, pattern and line.
93. Pupils' response in the lessons observed ranged from very good to good and was good overall. Pupils clearly enjoy their art activities; they respond well to practical guidelines and show pride in their work. The quality of learning in art lessons is good overall, reflecting the overall quality of teaching. The quality of teaching in the lessons observed ranged from good to very good and was good overall. Where teaching was very good, the teacher demonstrated very good subject knowledge and had very high expectations of pupils' work and behaviour. She maintained a good pace throughout the lesson, and had resourced the activities very well. This motivated the pupils very well and, through good, frequently one-to-one support, encouraged them to evaluate their work in progress and develop pride in it.
94. Resources for art are broadly satisfactory and of good quality. They are used well and are readily accessible. ICT is used well to support learning. The subject co-ordinator is very knowledgeable and enthusiastic about the subject. She provides good guidance for other teachers and has a good overview of standards in the subject throughout the school.

DESIGN AND TECHNOLOGY

95. Pupils' attainment in design and technology by the end of Year 2 is equivalent to national expectations for their age. Pupils, including those with special educational needs, make satisfactory progress as they move through the school. This constitutes sound progress since the last inspection when standards in design and technology were judged to be sound. Evidence from lesson observations during the inspection, a survey of the examples of work on display throughout the school, and discussions with teachers and with pupils indicates that during their time in the school pupils undertake an appropriate range of focused practical tasks in which they design, make and evaluate products.
96. In Year 1, pupils learning about basic food handling and hygiene practices observe the properties of a variety of fruits and carry out simple taste tests. With assistance, they collect information about fruits such as pineapples, pomegranates and water melons and classify them by the colour of skin, the colour of the flesh, hardness or softness, juiciness and so on. They explore the sensory qualities of food, adhering to safe procedures for food safety and hygiene and communicating their likes and dislikes. Pupils in Year 2 use construction materials to make a tall sunflower "that doesn't fall over". They are developing their ideas through assembling components.

97. Pupils' attitudes and behaviour in all lessons observed were good. Pupils are interested in the tasks and respond well to their teachers' questions and directions. They offer their own ideas and make appropriate suggestions and clearly enjoy what they are doing. The quality of teaching was good in all lessons observed. Teachers demonstrate good subject knowledge; they give clear explanations and make good cross-curricular links - to science, English and art, for example. Teachers and teaching assistants work very well together; they resource the

lessons well and provide a good level of challenge for higher-attaining pupils and support for those requiring more assistance with their work, leading to a high level of enthusiasm and good quality of learning during the lesson.

98. The school has adopted the government-recommended scheme of work for the subject and this has ensured a larger proportion and wider range of focussed practical tasks, with pupils undertaking regular "design and make" activities. Resources for the subject are satisfactory and ICT is used well to support learning.

GEOGRAPHY

99. Pupils' attainment meets national expectations by the end of Year 2, although pupils' progress in developing skills is uneven across Years 1 and 2. The school is aware of this and recognises the gaps in provision for the subject. Standards are similar to those seen at the time of the previous inspection
100. Although only one lesson was seen during the inspection, it is evident from pupils' work that teaching is satisfactory overall. The school makes particularly good use of the local area for pupils to learn about features of the land, the people and different forms of transport. Work seen indicates that Year 2 pupils have undertaken traffic surveys and learned from visitors to the school about people who use the nearby canal. Year 2 pupils' work on Japan is an example of good teaching that has captured the flavour of the country by using interesting resources and objects to engage pupils' interest. This cross-curricular work has lifted pupils' achievement. "Willow Pattern" artwork plates and sensitive paintings of pagodas show a good level of detail, linking well with pupils' sense of the past. Year 2 pupils have been led to undertake some good enquiry and have used books and the Internet to find out facts. Great interest was kindled in the subject of volcanoes and one child learned much from the work of older pupils. Planning for the subject is based mainly on the national series of planned activities and although this has improved the overall provision, pupils' mapping skills are underdeveloped across Years 1 and 2 resulting in gaps in pupils' attainment in this aspect of the subject by the end of Year 2.
101. Pupils' progress is satisfactory and this includes pupils with additional or different learning needs who are very well supported by classroom assistants. In Year 1, pupils enjoy examining and tasting fruits from different countries and have some knowledge of the nearby areas of Somerset and Devon when discussing cider and apple juice. Teaching resources such as world globes and the newly introduced "Barnaby bear" are sometimes used well but some maps tend to limit rather than extend pupils' understanding because they are not always appropriate; pupils cannot see them in the lesson and they are more suitable for older pupils.
102. Teachers have made good use of the locality and as a result, pupils have a developing awareness of geographical features. There are some links with ICT in the subject, particularly topic related. However, there is little application of early skills into the next topic. The co-ordinator has maintained an overview of resources, with little development since the previous inspection. Although other subjects have taken priority, she has collected samples of pupils' work to provide a record of what they have done in each year group to show how this builds from year to year. A plan of action could usefully include a clearer overview of what skills should be developed in each topic and year group.

HISTORY

103. No history lessons were seen during the inspection. Judgements are based on the wealth of pupils' work on display, photographs, class-made books and discussions with staff and pupils. This evidence indicates that most pupils exceed national expectations at the end of Year 2. With the support of the subject co-ordinator, the school has maintained the good standards seen at the time of the previous inspection.
104. By the end of Year 2, pupils show a clear understanding of the past because teachers have high expectations of what pupils can learn. The good use of visits to National Trust properties such as Cotehele House from the Tudor period, is particularly effective in developing pupils' enthusiasm for the subject. One Year 1 pupil was delighted to note that he had: "spied out of the spy-holes". A strength of the subject is the way the school invites pupils to interact with the past by taking them into real places and encouraging some reflection on what they see around. This clearly comes through pupils' many written accounts of visits. In one instance, a pupil recounted her visit to the nursery in Arlington Court, observing historical detail by noting, "Stuffed mice are on the mantelpiece". This clearly struck a chord in her mind. Pupils show an emerging understanding of features of historical change and this is seen in Year 2 pupils' work on the history of Bude. Again, pupils grow in their understanding of historical change because teachers draw attention to details and pupils respond through writing, observational drawings and, sometimes, role-play.
105. The school has recognised the need to ensure that both boys and girls benefit from the subject and accordingly has included a wide range of experiences. One such trip, to a Victorian foundry, produced great interest and photographs recording the experience proved to be a valuable discussion reference for pupils. Year 1 pupils achieve well also, particularly when seeing and handling objects from the past. Pupils who have additional or different learning needs are very well supported in this subject and their understanding is similarly heightened by the lively approaches teachers take to bring the subject to life. Literacy is promoted very well through the subject and many pupils write at length in response to visits, using and developing their skills well. There is little use of ICT to support learning and this is an area for further development.
106. Pupils make good progress as they move through Years 1 and 2 and this is evident in the work seen. The school's use of the nationally recommended series of activities ensures that provision for the subject is comprehensive but above all the enthusiasm shown by pupils is a result of the good quality of teaching. Most teachers have a love of the subject and draw pupils into the subject by telling the story of the past, evoking curiosity and awe.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. At the time of the last inspection it was judged that *pupils' attainment at the end of Key Stage 1 is just in line with national expectations*. Pupils' attainment has been greatly raised. The school has successfully improved its provision of computers and the use made of information and communication technology (ICT) to support and extend learning in other subject areas. All pupils have equal access to the school's provision and all make good gains in their knowledge, skills and understanding.
108. There are good examples across the school of ICT being used appropriately in other subject contexts. For example, Year 1 pupils have used their ICT skills when designing Joseph's coat and regularly use them to support their work in literacy. They have printed labels for their artwork and experimented with drawing and painting programs. During the inspection, pupils in one of the Year 1 classes were very effectively shown how to use a literacy program to support their learning of consonant-vowel-consonant words. These pupils confidently use a mouse and name the parts of a computer. They are familiar with using a listening station and know that computers can be used as sources of information. They have visited a local supermarket to look at the tills.
109. Pupils from Year 2 have made good progress and developed their skills across the ICT curriculum. During the inspection small groups made good progress in their skill development and

understanding of what can be done with computers as a result of well-presented sessions by one of the teaching assistants. At this early stage of the school year pupils confidently navigated through menus and changed font sizes and colours, placing text within a border. They showed that they understood instructions such as *Go back into file and click on PRINT PREVIEW*. Evidence from work carried out earlier shows that pupils become competent with word processing and a simple desktop publishing package and have successfully controlled a floor robot. They have used a drawing and painting program to illustrate and extend their understanding of symmetry in mathematics. The Internet has been used to obtain information about Italy and Japan in geography topics and to undertake research into fruit and vegetables.

110. Evidence from those occasions when pupils were being taught either as a whole class, in small groups or individually indicates that the teaching of the skills of ICT is good. Two teaching assistants undertake the majority of the small group and individual teaching, with the small group work located in the computer suite and the individual work taking place at the class computers. This is very well organised and works very well. Pupils benefit from the one-to-one or small group work and the teaching assistants are able to give extra support and time where it is needed. The individual work is very effective and well integrated into the classroom routines. Both teaching assistants keep good records of what the pupils have done and make a very important contribution to the good standards achieved.
111. The co-ordinator has led the improvement in provision and standards very well and provides very good support to colleagues. It is of great benefit that the nine computers in the suite and those in classrooms can all run the well-chosen software. There is need for extra software to support learning in some subject areas, for example science and history but the school has made a very good start in developing pupils' ICT skills and enabling them to use them to support their learning in other subjects.

MUSIC

112. Two lessons, one in each of Years 1 and 2, were observed during the inspection and further evidence was obtained from the singing in acts of collective worship and viewing videos of the school's Christmas productions. The overall quality of teaching is satisfactory and pupils' attainment in singing throughout the school is good. All pupils, including those with special educational needs, make good progress in this respect. Pupils sing tunefully with very good articulation and have clearly been taught good posture and how to breathe. The Christmas productions are of a high standard and pupils have clearly been successfully taught to sing and perform in front of an audience. There is insufficient evidence on which to base judgements on pupils' attainment in other areas of the music curriculum. At the time of the last inspection, standards were judged to be broadly satisfactory.
113. During the inspection, pupils in one of the Year 1 classes enjoyed the opportunity to work with a good range and number of percussion instruments after developing their understanding of loud/soft and long/short sounds using their voices and hands. Pupils were encouraged to experiment with the sounds that their instruments could make and all made satisfactory progress in terms of playing them properly. When the teacher clapped a variable beat most pupils were able to play to it showing a good sense of rhythm. Pupils also made satisfactory progress in their knowledge of the different ways that sounds can be produced because the teacher focused on this when the instruments were being put away.
114. Pupils in one of the Year 2 classes demonstrated good listening skills and were able to sing along to a tape and clap rhythmically. Discussion of the *Band in the Square* showed that pupils had listened carefully and knew, for example, why the music had become louder at one point. Although the lesson was planned well and the teacher had good subject knowledge not enough time was allocated to the lesson for pupils to benefit as much as they could have.
115. Resources are barely adequate; although there is a central store there are few instruments in most classrooms and so the opportunities for making and using music other than in the weekly lessons are very limited. The repertoire of recorded music should also be extended and more use made of ICT to extend learning. The subject makes a modest contribution to developing multicultural awareness and there is scope for it to make more, through improving the range of instruments and learning more about the music of other cultures. Class music has not had a high profile in the school in recent years and the co-ordinator recognises what needs to be done and how, particularly in developing the appropriate subject skills from term to term. There has already been an improvement in the amount and quality of work with instruments and the choir and guitar club are valuable extracurricular enrichments. Existing good practice to build on, apart from that already mentioned, includes the very worthwhile visits of professional musicians who work with pupils.

PHYSICAL EDUCATION

116. The attainment of pupils at the end of Year 2 is in line with national expectations. This is similar to the overall judgement of the last inspection team. At that time, however, the school had ready access to a swimming pool and all pupils had the opportunity to learn to swim; this is no longer the case because of the financial costs of maintaining the pool. Physical education has not had a high profile in the school in recent years because of pressure on time. Evidence of the quality of teaching and of pupils' attainment was obtained from one lesson observation, observations of pupils at play and from discussions with pupils and members of staff. Teachers' planning shows that all pupils have been able to develop their skills in dance, games and gymnastics. There was insufficient evidence to make a secure judgement on the overall quality of teaching but all the indications are that it is at least satisfactory.
117. The curriculum is enhanced by extra-curricular activities, for example Tri-golf. All pupils have good opportunities to be involved in all that the school provides and they make satisfactory progress in developing their skills in the different aspects of the physical education curriculum.
118. In the lesson observed the quality of teaching was good and focused well on improving Year 2 pupils' skills of attack and defence. The warm up was led well and included a good range of stretching exercises. Tasks were set very clearly and expectations shared, for example pushing up from the thighs when picking up a small cone. As teams of pupils did this in turn the teacher made useful observations to promote improvement. The lesson proceeded at a good brisk pace and adequate time was devoted to it. As a result pupils were able to develop their skills and confidence and take part in competitive games. In the course of these, pupils clearly started to develop strategies, which was one of the objectives of the lesson. Pupils' learning was good and their overall attainment in terms of balance, co-ordination and movement was comfortably in line with expectations for their age. The lesson also promoted good attitudes to physical education and exercise.
119. There are sufficient resources of good quality. The co-ordinator has a good overview of physical education throughout the school but has insufficient opportunity to check that enough focus is being given to progressive skill development from term to term.

RELIGIOUS EDUCATION

120. Since only one religious education lesson was observed during the inspection, insufficient direct evidence was obtained to make secure overall judgements on the quality of teaching and learning or attitudes and behaviour in the subject. However, samples of work in books from the previous year and photographic and written evidence on display around the school were scrutinised and these provided sufficient evidence to show that pupils' attainment in religious education at the end of Year 2 is in line with that expected nationally. Pupils, including those with special educational needs, make satisfactory progress in the subject as they move through the school. The school follows the locally agreed syllabus for religious education and local education authority guidelines are utilised as the scheme of work for the subject.
121. Pupils learn about the stories and celebrations of Christianity and of Hinduism, the suggested "other religion". During their time in the school pupils undertake a good and wide selection of activities incorporating a very good range of cross-curricular and cross-cultural links. During the infant years, pupils learn about the story of Rama and the Divali celebrations, Chinese New Year and Thanksgiving Day. Russian folk tales are used to discuss family celebrations of birth, baptism, weddings and funerals. Pupils become involved in religious and traditional celebrations such as Harvest Festival, Shrove Tuesday, St. George's Day and Remembrance Day, learn about "special people" such as Mother Theresa and support charitable events. The school justifiably won a local award for the quality of its Religious Education curriculum in the year prior to the inspection.

122. In the one lesson observed, in Year 2, pupils learning about stories from the New Testament listened carefully to the story of Jesus and his healing hands. Their responses afterwards demonstrated that most are able to understand the simple meaning of a religious and moral story. They recognise good and bad examples of behaviour displayed by the characters in the story and are able to relate these to people around them, responding to the story in the light of their own experiences. The quality of teaching in the lesson seen was satisfactory. The teacher used her own family Bible effectively to convey the concept of a “special book”. Unfortunately, at this very early stage of the school year, classroom routines were not securely in place and the pace of the lesson was slowed by the need to constantly admonish inappropriate behaviour from a small minority of pupils. The quality of learning in the lesson and pupils’ attitudes and behaviour in this lesson were satisfactory overall.
123. The co-ordinator for religious education is enthusiastic, well informed and supportive of colleagues. Resources for the subject are satisfactory overall and museum loan services are utilised effectively and advantageously. Some pupils use the Internet for research purpose to support their learning.