

INSPECTION REPORT

DRONFIELD INFANT SCHOOL

Dronfield

LEA area: Derbyshire

Unique reference number: 112540

Headteacher: Mrs. K. Lovegrove

Reporting inspector: R. K. Harrison
18059

Dates of inspection: 13th to 16th January, 2003

Inspection number: 247233

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
Gender of pupils:	Mixed
School address:	School Lane Dronfield Derbyshire
Postcode:	S18 1RY
Telephone number:	01246 412302
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr. Simon Clark
Date of previous inspection:	9 th to 12 th March, 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18059	Rajinder Harrison	Registered inspector	Educational inclusion, English as an additional language, English, Art and design, Music, Religious education	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19361	Keith Ross	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
32226	Teresa Quick	Team inspector	Special educational needs, Mathematics Geography, History, Physical education	Pupils attitudes, values and personal development.
27568	Midge Davidson	Team inspector	Foundation Stage, Science, Design and technology, Information technology	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dronfield County Infant School, with 213 pupils, is larger than average in size for an infant school. It is situated in Dronfield, a town midway between Sheffield and Chesterfield. The majority of pupils live in the town, but a significant number travel in from a wider area. Children enter the school, aged four, currently from fourteen pre-school settings. Their social circumstances vary widely but are broadly average. Six pupils are eligible for free school meals; this is well below the national average. There are no pupils who speak English as an additional language, although there are seven pupils who are from non-white ethnic minority backgrounds. The percentage of pupils identified as having special educational needs, at 13%, is lower than average. Most of these children have moderate learning difficulties, including behavioural problems, and one child has a statement of special educational need. Few people move in or out of the locality, therefore very few children join the school other than at the start of reception and few leave other than at transfer to the junior school. The attainment of children on entry to reception is broadly in line with that expected of children aged four.

HOW GOOD THE SCHOOL IS

This is a very effective school providing a very good standard of education to all its children. The school's motto, 'Educating healthy happy learners', is evident in every aspect of school life. The school's high expectations of pupils and staff, and its strong emphasis on ensuring every child is helped to succeed, enable children to achieve well. Relationships throughout the school and pupils' attitudes to learning are excellent. Pupils feel happy and secure and respond well to all the school provides for them. Very good teaching contributes to the high standards pupils attain at the end of their infant schooling. The outstanding leadership of the headteacher, the excellent commitment and dedication of all the staff, and strong support from the governors and the school community as a whole, contribute to the school's success. The school gives very good value for money.

What the school does well

- Excellent leadership from the headteacher results in highly effective teamwork.
- Standards are well above expectations for pupils aged seven.
- Pupils' attitudes to learning are excellent, and they make very good progress.
- The overall quality of teaching is very good.
- Excellent assessment procedures are used very effectively to provide pupils with well-planned activities that challenge and extend learning.
- The school works very closely with parents and carers to involve them in their children's learning.
- As a result of the excellent provision for moral and social education, and the very good provision for spiritual and cultural education, pupils' personal development is excellent.

What could be improved

- There are a few minor issues for the school to address.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in March 1998, significant effort has gone into addressing effectively the key issues identified in the previous report, and into maintaining the identified strengths of the school. Provision for pupils' spiritual development is very good. The very detailed school development plan is thoughtfully prepared and a very useful working document; its only limitation is that financial planning still remains on an annual footing. Teaching has improved significantly and is now very good overall: no unsatisfactory lessons were seen. As a result of some very good training, teachers have gained confidence in delivering ICT skills to a very good standard. Very thorough procedures for assessing and monitoring pupils' progress and attainment are in place. This means teachers consistently provide learning activities that challenge all pupils, whatever their level of prior attainment, thus raising standards further. The leadership and management provided by the headteacher and key staff are now excellent: they have worked diligently to provide a curriculum that is now very good. Overall improvement has been very good and the school is well placed to improve further.

STANDARDS

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

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

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

Since 1999, standards have improved faster than the national trends. Standards in reading are usually particularly good. Standards went down slightly in reading and writing in 2002. This decline is attributable to a higher than average number of pupils, for this school, with special educational needs in the 2002 cohort. The school met most of its targets for this cohort. Standards are above average when compared with schools where a similar percentage of pupils are eligible for free school meals. Inspection evidence confirms that standards, in reading, writing, mathematics and science are well above average, for pupils in the current Year 2. Pupils' literacy and numeracy skills are well above average. As a consequence, pupils achieve very well in many other subjects. Pupils identified as having special educational needs and higher attaining pupils also achieve very well. There is no significant difference between the attainment of boys and girls or for pupils from ethnic minority backgrounds.

Children come into the Reception classes with broadly average attainment. They make good progress in the Foundation Stage and standards are above average when they enter Year 1. Progress is very good throughout Years 1 and 2, and standards for a significant number of children are well above average by the age of seven. These significant gains stem directly from the very good teaching and from the excellent assessment and monitoring procedures. Targets are continually set and reviewed for individual pupils, groups, classes and the school as a whole. The information gained through meticulous analysis of all assessment data allows the school to set ambitious but achievable targets.

Standards in art are of an exceptionally high quality for pupils at this age because the curriculum is rich and particularly well delivered. Progress is good in physical education resulting in standards that are generally above expectations for the majority of pupils. The subject has not had as much time given to it as other areas of the curriculum. Standards in all other foundation subjects are well above expectations and pupils make very good progress in acquiring new skills and knowledge.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very happy at school and are very keen to work hard.
Behaviour, in and out of classrooms	Excellent. Pupils are courteous and show respect for others at all times. Staff and parents have high expectations of good behaviour and all children respond well.
Personal development and relationships	Relationships throughout the school are excellent. Pupils and adults show great care and kindness towards each other and are mindful of the needs of others. Pupils' personal development is excellent and this results in their very mature and confident approach to learning.
Attendance	Well above average. Pupils enjoy being at school.

TEACHING AND LEARNING

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

Forty-eight lessons were observed during the inspection. The quality of teaching overall is very good. This is a significant improvement since the last inspection when teaching was judged to be good overall. Very good teaching was seen across the school, and in Years 1 and 2, over one in five lessons were judged to be excellent. In these lessons pupils were totally immersed in their learning, captivated by excellent presentations, and kept fully involved by very good opportunities to ask and answer questions. Teachers have a very good understanding of how children learn. Their own interest and enthusiasm in the subject matter have a significant impact on pupils’ keenness to learn. This level of very good teaching contributes effectively to the high standards pupils achieve.

The teaching of English and mathematics is very good. Basic skills of literacy and numeracy are taught extremely well and pupils apply these confidently across all subject areas to produce work of a very high standard. Standards in ICT are now well above expectations, and teachers’ planned use of ICT in day-to-day lessons is developing well. Sometimes there is limited access to hardware for pupils to practise skills they have gained. Teachers’ very good subject knowledge, planning and excellent assessment strategies enable them to meet the needs of all pupils very effectively. The school also maximises the commitment and expertise of support staff and many volunteers who work with pupils across the ability range. The direct teaching of children in the reception classes is usually good. In a few lessons, groups of children, including some of the higher attaining pupils, sometimes do not have access to sufficiently challenging work to enable them to achieve their best.

Pupils’ learning is very good overall. They work hard and try their best to meet their teachers’ and their own high expectations. They are very clear about the targets that they have been set and are regularly reminded to check their work against these expectations. Pupils of all ages and abilities are confident learners and are quick to respond to positive acknowledgement of their hard work and effort. Their attentiveness to staff and each other’s presentations is always very good, and they show a very caring approach when helping peers to achieve to the best of their ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. Children in the Reception classes experience a wide range of good learning opportunities. Strategies to develop pupils’ literacy skills are excellent. Every effort is made to include all pupils on trips to places of interest. Extra-curricular provision is good and visitors to the school enrich the curriculum very effectively.
Provision for pupils with special educational needs	Very good. Early identification of special needs enables staff to set targets and plan appropriately. Progress is monitored very carefully. The school works in close partnership with parents and other agencies to ensure the right help is provided to support each child with appropriate sensitivity. As a result these pupils make very good progress.
Provision for pupils’ personal development, including spiritual, moral, social and cultural development	Provision for pupils’ moral and social development is excellent. Provision for their spiritual and cultural development is very good. As a result, pupils’ personal development is excellent.
How well the school cares for its pupils	The school takes very good care of its children. The existence of high quality assessment procedures and their consistent use by all staff ensure that work generally matches individual needs very effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher's single-minded drive to improve the school and continue to raise standards has been highly influential in enabling all members of staff to play a full and active part in the school's development. She leads a very effective team and values everyone's contributions.
How well the governors fulfil their responsibilities	Excellent. Governors are fully committed to the work of the school. They are very proud of the school, sharing the strong commitment to make any improvements necessary as the circumstances change. They work in close partnership with staff, pupils, parents and others in the school community.
The school's evaluation of its performance	Meticulous analyses of test results and evaluation of other information are used to monitor progress and identify development targets. The school is fully aware of what needs to be done to sustain its high level of performance.
The strategic use of resources	The school maximises its resources to ensure it achieves 'best value' in all its work. Spending is targeted carefully to improve the school environment and develop the curriculum. The school gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Pupils behave well and take good care of each other. • The school is well led and managed. • The school is successful in enabling children to become mature and responsible. • Teaching is good and the school expects children to work hard and do their best. • Staff work hard, are very approachable and readily available to discuss concerns. 	<ul style="list-style-type: none"> • The range and availability of activities that the school provides outside lessons.

The inspection team fully endorses the parents' positive views. The school provides a good range of activities outside lessons open to all children in the infants. Level of provision is better than normally seen for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve very well throughout the school and by the end of Year 2 many attain well above average results in reading, writing, mathematics and science in the National Curriculum Tests and assessments. Since the previous inspection, the results have improved slightly faster than the national trend. There is no significant difference in the achievement of boys and girls. The school is very good at ensuring the effective integration of pupils of all abilities. Pupils with special educational needs are identified early and great care is taken to support each pupil appropriately. Individual education plans for these pupils and careful target setting for every pupil throughout the school ensure the vast majority makes very good progress. Higher attaining pupils are generally challenged well in most lessons and an above average number achieved the higher level 3 in reading, mathematics and science tests and assessments in 2002. The overall results showed a decline in writing that year. This decline is attributable to a higher proportion than normal, in that cohort, having special educational needs. Standards in all other subjects, other than physical education are also well above expectations. Examples of very good work were seen in many of the subjects observed. In physical education pupils make good progress and the standards they attain are generally above expectations. Standards overall have improved since the previous inspection. This sustained level of achievement reflects the school's good procedures for planning, and the very good teaching and exemplary assessment procedures.
2. Attainment on entry to the Foundation Stage is broadly average. The children make good progress in the reception classes in all of the areas of learning. By the time they enter Year 1 the vast majority achieve above expectations in the nationally recommended early learning goals, in all but physical development. Here, attainment is generally in line with expectations, limited, to some extent, by the present range of outdoor play activities to which children have access. The most able children know many initial sounds and read key words confidently. A good number are working effectively at the early stages of Year 1 reading, writing and numeracy activities. Many recognise and write numbers up to a hundred, and complete words and simple sentences in their writing. Children with specific learning needs are identified very early on and sensitive support is provided to ensure they make the same very good progress as their peers.
3. At the end of Year 2, the standards achieved by seven-year-olds are generally well above average in reading, writing, mathematics and science. Literacy and numeracy skills are developed step by step, at a very good pace. With continued review of each pupil's progress, targets, specific to each pupil, are set to ensure challenge matches capability.
4. By the end of Year 2, pupils read and write confidently, composing very clear coherent sentences using simple punctuation accurately. Listening skills are of a high standard and pupils are encouraged to express ideas and offer suggestions. Teachers engage pupils' interest effectively through lively introductions where the work is challenging but not overwhelmingly difficult. Pupils' speaking skills are generally very good. They particularly enjoy classroom challenges, presented for example, in mental mathematics or discussion time, where every child is expected to contribute. Pupils who are less confident are encouraged gently by staff and peers. Pupils acquire a good range of writing skills, which they extend to other subjects, for example, writing accounts in history and reporting on investigations in science. They learn ICT skills enthusiastically, and enjoy using, for example, graphics programs to raise the quality of their artwork, which in many cases is of an exceptionally high standard for pupils of this age. Regular access to computer work enables pupils to practise their ICT skills and achieve standards that are well above expectations.
5. Standards in mathematics are well above average by the end of Year 2 for the majority of pupils. Standards in mental mathematics, three-dimensional shape and problem solving are particularly good, and pupils enjoy the challenges they are presented with in class-work and homework. Pupils recognise which number skills they need to apply to solve specific problems accurately and explain their strategies confidently. By the end of Year 2, the vast majority handles number operations, very confidently, and are good at tables. Good use is made of number skills and data

processing in, for example, design and technology, geography and science. The use of ICT to support data handling and recording has improved significantly since the last inspection, and is now very good.

6. Standards in science are also well above average by the time pupils reach the end of Year 2. The schemes of work places greater emphasis on teaching skills, not just facts, and pupils apply their prior knowledge well in new situations. This is because teachers insist on pupils thinking things through during discussion times. Pupils enjoy ‘exploring and discovering’ activities. The school recognises this and provides pupils with opportunities to carry out investigations, note the findings and then draw reasoned conclusions. As a result of this very structured approach, which focuses on knowledge and skills’ development, pupils learn from their practical tasks very effectively. They recognise that materials have different properties that are useful, for example, when the ‘Three Little Pigs’ want to build a strong house, and, that their senses are very complex and very important as they try to understand the world around them.
7. Standards of work in ICT are well above those normally seen and this subject has seen significant improvement since the previous inspection. The school has made very good in-roads in developing ICT provision and teachers’ knowledge and understanding. Further work is in hand to ensure ICT becomes an even more effective resource across the curriculum. The subject has benefited from effective leadership in the recent past and the monitoring of teaching and learning has been valuable in raising standards. Standards in physical education are above expectations but the subject has not benefited, as yet, from the same level of attention to its development as other areas of the curriculum.
8. Standards in art and design are exceptionally high at the end of Year 2 because the subject is managed enthusiastically and the school is quite right in pursuing a quality mark for the work it does in this subject. Pupils are taught appropriate skills in a very creative and structured way and teachers take positive action to identify how to engage and challenge pupils’ ability to create designs and select appropriate resources for greatest impact. Pupils learn to develop patience and persistence, as reflected in some very high quality art work, for example, the ‘reflections’ in the style of Seurat and, O’Keefe’s Poppies’ stunningly displayed in the corridors. The winter and Christmas card scenes throughout the school indicate that a high level of effort and care is applied to the finished products. Effective use of art and design computer programs and opportunities for pupils to view the work of many artists develops pupils’ cultural awareness very effectively. Displays enrich pupils’ learning environment very strikingly, and pupils talk about their work with pride and enthusiasm. Standards are generally well above expectations in design and technology and effective links are made with the work pupils do in art. Pupils clearly enjoy exploring materials, designing projects, and making things that they view with pride. This joined up approach to learning is extremely powerful in the way it impacts on pupils’ awareness and understanding of creative arts.
9. Standards in music are very good overall and the expertise of the subject co-ordinator is used to maximum effect to lead the teaching. Pupils make very good progress in performance skills, and their singing is tuneful and melodic, because they enjoy it and try hard to do well. Excellent support from visiting musicians and specialists enhances the music provision in the school. Geography, history and religious education are taught very well and this results in the well above expected standards pupils’ generally attain. There is a clear eagerness to learn and pupils listen avidly to the lively interactive presentations from teachers that encourage them to think about things, recall prior learning and make clearer sense of the new work they receive.

Pupils’ attitudes, values and personal development

10. The pupils’ attitudes, behaviour and personal development are excellent and make a positive contribution to their learning. Pupils are very happy to be at school and enthusiastic about their work. Relationships between children and adults are excellent and are a strength of the school. Parents are very pleased with the attitudes and values encouraged by the school and are extremely happy with the standards of behaviour achieved.

11. Pupils consistently demonstrate positive attitudes to their work. They are confident, highly motivated, enthusiastic and keen to learn. Boys and girls listen well to their teachers, ask and answer questions with confidence and willingly offer their own ideas and suggestions. Pupils of all ages quickly settle down to the work of the class, concentrating well and staying on task. They collaborate well, sharing resources, taking turns and listening to each other. They are capable of sustained work, whether working independently, in pairs or in groups.
12. The pupils quickly settle into the routines of the school. They develop positive relationships with their teachers and each other and their behaviour is excellent. Pupils are courteous and show respect at all times. Classroom behaviour is consistently excellent, and pupils waste no time in settling to work. Behaviour during assemblies is particularly good as all pupils recognise this to be a very special part of the school day. Pupils move around the school in a quiet, orderly manner. They play happily at breaks and lunchtime in mixed age and gender groups with no incidents of anti-social behaviour.
13. Relationships within the school are outstanding. Pupils relate well to their teachers, to other adults with whom they come into contact, and to one another. Pupils of all ages are polite and very welcoming to visitors. Pupils are helpful to one another, picking up clothes that have dropped on the floor and collecting drinks for younger pupils at dinnertime. All pupils consistently show respect for their teachers, each other, the equipment and the environment.
14. Pupils' personal development is excellent. They are learning a very good range of social skills and this is helping them to develop into mature individuals. The pupils respond well to the opportunities provided for them within an ethos of support, challenge and encouragement to succeed. The school supports local and national charities and distributes harvest produce to the senior citizens of the community. Pupils' attitudes, behaviour, personal development and relationships provide outstanding day-to-day evidence of the school's success in fulfilling its aims and values.
15. Attendance is very good; it is well above the average of most schools and there is no unauthorised absence. All pupils attend regularly and their overall eagerness to be at school has a very positive impact on their learning and personal development.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is very good. This is a significant improvement since the last inspection when teaching was judged to be good overall. Very good teaching was seen across the school, and in Years 1 and 2, over one in five lessons were judged to be excellent. In these lessons pupils were totally immersed in their learning, captivated by excellent presentations, and kept fully involved by very good opportunities to ask and answer questions. This marked improvement in teaching is largely due to the very good leadership and management of all subjects, and the continued commitment to hard work by all staff in the school.
17. Teachers have a very good understanding of how children of differing abilities learn. Their own interest and enthusiasm in the subject matter has a significant impact on pupils' keenness to learn. Teachers are keen to help pupils achieve the very best they can, and pupils show appreciation for all that the school does for them by responding extremely positively at all times. The teaching of English and mathematics is very good and the key skills of literacy and numeracy are taught very well. This is a major factor in the high standards pupils achieve. Pupils are confident learners in these areas and apply their prior knowledge and understanding to new learning well. Many enjoy the competitive elements of rote learning, for example tables and spelling, and are happy to check their learning through regular assessments and rapid-fire questioning teachers apply in their presentations at the start and end of lessons.
18. Since the last inspection, schemes of work have been reviewed in line with new guidelines and teachers' planning is very thorough, paying due attention to the development of skills as well as ensuring knowledge and understanding develop well. A really effective improvement has been the development of the curriculum in a way that effectively links subjects together, so that pupils

learn new things in a way they can fully understand. In the majority of lessons, it is clear what is being taught and learning targets are clearly shared with pupils of differing abilities. Pupils generally understand well what they are learning and why. They are encouraged to think about what they already know and are helped to build on this prior knowledge, through very skilful and challenging questioning. For example, in an excellent design and technology lesson in Year 1/2, pupils worked on their projects with continual reminders to think about their history work on Vikings because they were designing and making 'Viking' brooches, helmets, ships, and finger puppets. The adults supporting this lesson all joined in the conversations that helped cement certain facts and awareness pupils had about that period of history. In a literacy lesson in Year 1, the text being studied highlighted links with the pupils' geography topic about climate and how cold temperatures affect plant and animal life. This same theme was followed through into assembly where pupils recalled accurately vocabulary including, 'migration', 'hibernation' and other terminology linked to the subject. Such cross-curricular links prevail across the schemes of work and make learning more 'joined up' for children. A further benefit is that teachers plan units of work that complement each other well, thus maximising the time available for each subject. Because children see learning as a continuum, they make better sense of the wide range of experiences offered to them.

19. Throughout the school, pupils of all abilities learn very well and teachers ensure lessons are interesting, involve all pupils appropriately and every child is made aware of the expectations placed upon them to work hard. This is not to say lessons are not 'fun'; teachers take great care to plan for a good range of tasks and activities, explain these very clearly, and ensure resources and support staff are generally deployed to maximum effect. Pace of lessons is generally very good, and because teachers are confident in what they are teaching, the strategies they use are very effective. A science lesson in Year 2, for example, gave pupils ample time to explore materials selected for them but also to consider additions of their own to extend their understanding further. Appropriate time is given for pupils to work within pairs and groups to share thinking time. Short discussions, at the end of lessons, help teachers and pupils clarify whether their targets have been met successfully. In some lessons teachers use this time to set the scene for the next bit of learning pupils will be moving on to, and this provides pupils with a very good context for what they are asked to do. Because teachers engender a real sense of self-confidence in pupils, the majority are happy to 'have a go', being reminded by peers and adults that 'it is okay to make a mistake'. The sensitive ways teachers and other adults reinforce this concept, means that pupils are not frightened of making mistakes in front of others. Pupils show a degree of respect for those who sometimes struggle and visibly urge them to succeed. This behaviour is exemplary and typical of the way the school aims to operate.
20. Teachers place good emphasis on children learning to think for themselves, and develop good organisational skills. Learning is very good overall. Children in Reception classes are encouraged to organise themselves and get on with the activities provided, sensibly and efficiently. Just occasionally, the expectations here are not high enough of some children to do even better in line with their capability. By the time pupils reach Year 2, they are expected to plan their own time in which to complete tasks, and work with others where appropriate, for example, in art and design and technology lessons where resources need to be shared. Because relationships are excellent, most pupils have no difficulties working together, and seeking help from each other and from adults when appropriate. Teachers and teaching assistants set excellent examples of how to be kind and mindful of each other's needs, so that pupils learn to follow their examples automatically.
21. Support staff and volunteers from the local community are invaluable in supporting pupils of all abilities, and the school makes very effective use of any help available. In one art and design lesson, in addition to the teacher, there were three other very competent helpers, and learning was particularly effective here. Teaching assistants work hard with every child in their care, helping them to enjoy learning and to achieve well. Excellent support from volunteers includes listening to readers and working with higher and lower attaining pupils. Teaching of pupils with special educational needs is very good because teachers recognise what they need to do to help pupils attain their targets. Teaching assistants and other helpers are given very good guidance as to how to deliver specific bits of teaching and how to assess pupils' achievement. This close partnership working is exemplary. Teachers ensure clear guidance and support is given to all adults who

help, about the targets each child is to achieve. The planning is meticulous and all adults work in a way that is consistent with school practice because they are fully trained to support in this way. For example, an adult volunteer in an art and design lesson in Year 1, worked closely with one pupil for 20 minutes taking the child through step by step guidance on how to apply a range of ICT skills to create a design using a paint program. The pupil made excellent progress and produced some high quality work as a result.

22. Excellent use is made of day-to-day assessment to support teachers' planning and procedures are applied consistently across the infant classes. Teachers gather relevant and helpful data to monitor progress and establish targets for English and mathematics. These targets are reviewed each half term and this careful analysis identifies areas in which pupils need more support to reach their targets. Where pupils exceed previously set targets, this is recorded and more challenging activities are arranged. Because these procedures are applied across the school, and because teachers also know their children well, every child is given the help they need as soon as this information is reviewed at regular staff meetings. This level of care is excellent. Standards have been raised because a clear picture builds up of pupils and their achievements, but also of curriculum areas where more work may be required to improve teaching and learning.
23. Pupils are diligent in their studies, and are keen to learn, taking every opportunity offered to do their best. When given opportunities to work independently or in unsupervised groups, they settle very quickly to work, and take every care to not disturb others. Many do work at home following on from class-work and are keen to share this with friends and teachers. They know their efforts will be acknowledged and this encourages them to continue to try hard. Excellent behaviour and genuine enthusiasm for learning, inspired by some very good teaching, help pupils remain highly motivated. They enjoy being praised, and show respect for each other by listening to everyone's views and offering constructive help and advice to peers when evaluating work. For example, pupils spontaneously applauded each other's presentations during a poetry reading session where, clearly, some pupils tried very hard with the activity.

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

24. The school provides a particularly well-balanced and broad curriculum for all pupils, which meets statutory requirements well. The detailed and rigorous planning developed by the deputy headteacher has successfully drawn together the extensive expertise and imaginative ideas of all the staff. Systems for planning are exhaustive but manageable and the school has been very successful in maintaining a balance between this rigorous planning and opportunities for teachers to interpret learning outcomes in an individual way. So, for example, when equivalent opportunities are offered to pupils in two classes, investigating the properties of materials, the actual structure of the lesson and the interpretation reflect teachers' strengths and enthusiasm. Teachers are not bridled by planning and this is a key characteristic of the school.
25. Skilful and talented teachers link areas of the curriculum well in half-termly topics. This adds particular richness and relevance for the pupils, where links are identified. Pupils respond well and this secures their learning. Displays of work also demonstrate this linkage and pupils' own work is used to illustrate themes in a stimulating way. The quality of art ensures the impact of this. So, for example, in a study of 'hot and cold' pupils are surrounded by their own pictures of hot and cold places, winter birds and animals, sunsets in Kenya and weather charts illustrating current records.
26. There are schemes of work in all subjects, which are regularly reviewed and show how national guidance is adapted effectively to suit the needs of the school. Good liaison has been established with the adjoining junior school. As a result, curriculum continuation is ensured. For example, the consideration of mapping skills from infant through to junior classes ensures a progression of skills and also secures high levels of expertise.

27. The procedures in place for the planning, review and development of the curriculum and the maintenance of quality, breadth and balance mark a significant improvement since the last inspection.
28. The high standards seen in subjects like science, history, geography and religious education are dependent in part on the excellent effectiveness of using literacy skills across the curriculum. Most pupils are able to employ their reasoning and writing skills to good effect in other subjects. Thus, the quality of recording is particularly high. Similarly, numeracy skills are used effectively, particularly in science and geography, where the important effective emphasis is given to recording data and displaying this in graphic form. Very good use is made of pupils' and teachers' ICT skills to link new learning to other subjects, for example, word-processing using a publishing package, data programs for graphs within science, and also keeping weather records in geography. This enables pupils, from an early age, to understand how information links together to provide a cohesive picture of a particular area of learning and to work they have done previously.
29. The provision for pupils with special educational needs is very good. They are swiftly identified, effectively supported and make very good progress. All pupils have equal access to the curriculum. Those pupils with special educational needs receive very good support so they can take advantage of all the school has to offer. The school's provision for these pupils meets the requirements of the code of practice for special educational needs efficiently and very effectively. There is a great commitment of the staff towards the low achiever who needs support. Classroom assistants are very good and support the low achievers very well, particularly in literacy and numeracy. There is some effective support in other subjects. The pupils with statements of special educational need generally have high level support that enables them to make very good progress in the light of their difficulties.
30. Personal, social and health education is given high priority and is planned particularly well to support pupils' personal development, helping them gain awareness of the world around them and life-skills in general. The school pays very good regard to all aspects, including sex education, of this curriculum. A great deal of work has gone into the establishment of this as an essential element that underpins the curriculum. Special initiatives, like 'Healthy Schools', have given this area a high profile and pupils have benefited greatly from being involved with healthy eating and access to drinks from a cooled water fountain. The deputy headteacher, who is responsible for this development, has managed this aspect of the curriculum very well. Pupils' awareness of the dangers presented by drugs is very good.
31. Pupils have very good opportunities to enrich their learning by visiting places outside of school. For example, work in religious education, history and geography is illustrated well by exploring the local area and visits to the church. They visit 'Making It', a centre where children can design, produce and learn about marketing products as part of design and technology. The children enjoy visits from puppet groups, storytellers and they also visit the theatre themselves. There are many good opportunities for pupils to extend their musical expertise, by learning to play hand-bells, violins and recorders. They play soccer and tennis when supported by visiting experts. There are good opportunities for extra-curricular activities, which are well suited to the age of the pupils and reflect particularly well the ethos and broad approach to curriculum planning of the school.
32. The school has very good links with partner institutions and the community to support pupils' learning. There are strong links with local churches and regular visits to the school by ministers, who make a good impact on pupils' religious knowledge and their spiritual and social awareness. Very good links with local playgroups and the Junior School ensure that transition between the schools is smooth and as stress-free as possible. Networking, between schools in the area, results in the sharing of good practice and joint training sessions, which benefit both pupils' learning, and teachers' professional development. The school is an effective provider of training opportunities for work experience and there are many visitors from the local and wider community who enhance the curriculum and broaden pupils' horizons.

Spiritual, moral, social and cultural development

33. The school makes excellent provision for the pupils' moral and social development. The pupils' spiritual and cultural development is very good. These are all improvements since the last inspection. Spiritual, moral, social and cultural development contributes to creating an ethos that is conducive to high attainment and very good progress. It supports all aspects of the pupils' personal development.
34. Spiritual development has improved since the last inspection. The school now provides more structured opportunities within the school day for pupils to think about and reflect upon their feelings. It is promoted effectively through school worship, and in the classroom. Music is used effectively to support reflection, which uplifts the pupils' experiences both in lessons and in acts of worship. The school environment is extremely attractively developed and maintained to underpin the pupils' awareness of the beauty of the natural world. This includes the sensory garden created in the quadrangle and the flower tubs around the school.
35. The school builds on the strong moral foundation established when children enter school, very effectively. From an early age, pupils are taught right from wrong. Through its aims, policies and consistent approach, the school provides very effective moral guidance. Relationships and behaviour are very good and provide an effective climate for individual and collaborative learning. The teachers and non-teaching staff are very good role models showing care and kindness towards each other and are mindful of the needs of the pupils and one another. By watching how the adults around them behave, pupils follow their good examples, for example, by looking after each other in the playground and reporting anything untoward immediately to appropriate staff. They understand how rewards are gained and rarely need reminding of the school's behaviour code. Because pupils appreciate how much the adults in the school do to help them, they in turn work very hard and are keen to seek approval and praise. The school treats them as young people. This results in a high level of maturity in many pupils by the time they leave the school.
36. The school promotes an excellent level of social awareness. This enables the pupils to become confident learners. Verbal praise and other more tangible rewards accompany high expectations of the pupils. As a consequence pupils gain confidence and have high self-esteem. This enables them always to feel they can 'have a go' even when they are unsure if they will be successful. In many lessons, pupils were observed helping each other with work or with tidying up and preparing for lunch. Pupils are required to work and play together and co-operate. Pupils are encouraged to help others less fortunate than themselves. There is active support for the Unicef non-uniform day, Operation Christmas child, and Cancer Care. Senior Citizens who have links with the school talk to the pupils about their happy memories of how life used to be. Members of the local community receive invitations to concerts.
37. The pupils' cultural development is promoted very well through the taught curriculum and the attitudes encouraged by the school. English lessons familiarise pupils with a wide range of fiction. There is an effective link through art where pupils learn to appreciate the works of painters such as Gustav Klimt. School productions and concerts involve pupils in activities that contribute very well to their social and cultural development. Pupils develop a sense of their local heritage through studies in history and geography. The pupils' awareness of different cultures is positively fostered very effectively through topics such as the Year 2 work on Kenya and the simulations of festivals such as Diwali and Chinese New Year. In the religious education lessons, pupils are encouraged to appreciate the diverse faiths followed in this country, for example, Hinduism. Pupils have visited the local parish church as well as the local Baptist church. Pupils' awareness and appreciation of differing cultures is positively encouraged.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school is open, friendly and welcoming. This together with the school's ethos of support, challenge and encouragement provides a very good foundation for developing the excellent attitudes to school which pupils show. As at the previous inspection, the school continues to

provide very strong support and guidance for all its pupils. Teachers and other staff know pupils well and monitor their personal and social development very effectively. Monitoring of pupils' academic progress has improved and is now excellent.

39. Procedures for child protection are very good. All staff are careful to observe any concerns and report these to the headteacher, who is the designated and responsible person. There is suitable liaison with outside agencies to support pupils' wellbeing and academic progress. This ensures that additional help is available when needed. First aid procedures are implemented very well and there are sufficient staff trained in first aid. The school has a suitable medical room and appropriate procedures are in place for recording accidents and informing parents of any injury that may require further monitoring.
40. Procedures for helping children to settle in school are very effective and ensure that they soon get used to school routines and enjoy coming to school. A good programme is in place to ease pupils' transfer to the junior school.
41. Risk assessment, which is a statutory responsibility of the governing body, is not fully formalised. A more systematic and thus more effective approach is needed. The current documentation does not show a full and accurate awareness of any risks to pupils' safety and the appropriate steps taken to prevent or control such situations.
42. The governors' premises committee carries out termly checks of the premises and issues arising are dealt with promptly and effectively. Regular safety checks of equipment are completed and fire drills are held each term and correctly recorded. Procedures for monitoring and improving attendance are excellent. Administrative arrangements are very efficient and unexplained absences are investigated.
43. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. The school sets high standards for behaviour. For example, home/school agreements show clear expectations of pupils' behaviour and there are very clear and effective procedures in place. The overall very good behaviour seen during the inspection reflects the effectiveness of the school's approach to its behaviour management.
44. The school places a high priority on its personal, social and health education programme for pupils. This includes a health promoting schools award with initiatives such as water bottles in classrooms, the provision of two water fountains and 'Fruity Friday'. Kitchen staff also intend holding 'vegetables events' to encourage pupils to select more carefully at lunchtime. Pupils are reported as responding well to these and other initiatives.
45. Procedures for gathering and collating assessment data in this school are excellent. A very large quantity of information is processed and analysed in an exemplary fashion by the assessment co-ordinator. It is then shared fully with all teaching staff. This dissemination allows them to set very clear and precise targets for each pupil, group and class in order to assess progress effectively from the time children enter the school. The information also enables teachers to modify planning and review content of specific areas of learning accurately for specific ability levels. Predictions for the outcome of national tests and assessments are made on the basis of the baseline assessments carried out during the reception year. The information collected at the end of the reception year helps teachers consider what targets need to be set for Year 1, and these targets are reviewed half termly. This accurate and up to date information contributes well to ensure teaching is effective and thus high standards are ensured in all areas of the curriculum. The assessment co-ordinator appreciates the regular time given to her to carry out her monitoring duties and keeping teachers fully informed of her findings. The teamwork is exemplary and benefits pupils enormously. At present the co-ordinator is evaluating the overall effectiveness of the baseline assessments for giving accurate predictions for end of Year 2. This is because the school quite rightly recognises progress fluctuates as children develop, and the co-ordinator is keen to pinpoint any areas of assessment that will enhance procedures. This very thorough analysis is also beginning to highlight that there is scope to challenge the highest attaining children in the reception classes even further.

46. Assessment in the foundation subjects successfully matches the guidelines of half-termly tests or assessments applied in the published schemes the school has adopted. The information that is gathered is extremely helpful in keeping parents fully informed about their children's overall progress outside of English, mathematics and science. In physical education, where assessment is minimal, but still sound, it is not so easy to measure the gains pupils make over time within specific skills. Consequently, teachers cannot effectively plan to raise standards that match those found in other subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. A major strength of the school is the very good partnership it has with parents. They hold the school in high regard and give excellent support to their children's learning both at school and at home. The school has continued to build very effectively on its positive partnership with parents since the previous inspection. Good steps are taken by the school to consult parents and evaluate its effectiveness in working with them. Parents respond very positively and the vast majority are very pleased with the school's values, academic progress and care the pupils receive. Parents feel there have been many recent improvements at the school. These include the refurbishment of the library and toilets, the re-painting of the playground, the provision of water bottles and water-coolers.
48. The school provides parents with very good information about the work of their children. This information allows parents to become more involved in their children's learning and play an active part both at school and with homework. Parents are kept very well informed through the school prospectus, the governing body's annual report, workshops and regular correspondence. A particular merit of home/school communications is that parents are informed of the half-termly targets set for their children and the topics that they are going to cover. This is particularly helpful to parents since it enables them to support their children's learning in a practical way. Pupils' annual reports are of very good quality. Parents are happy with these reports and feel they are detailed and helpful. A section showing an overview of pupils' general progress and achievements is particularly helpful to parents.
49. Parents' contribution to support the work of the school is exemplary. There are a good number of parents and volunteers who loyally assist in a variety of roles and contribute very positively to pupils' learning. The school also enjoys the very strong support of its 'Mums and Dads Association'. Besides raising substantial funds, which supplement the school's budget, the association organises a variety of events that bring people together socially. This facility further strengthens the link between home and school. A principle aim of the school is that each child will succeed through experiencing a quality learning partnership between school and home. The school meets this aim very successfully.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management are excellent and a major improvement since the previous inspection.
51. The school's key aim is to engender a culture of caring and partnership working so that pupils of all abilities can succeed in a healthy and happy learning environment. This fundamental ethos underpins all its day to day work excellently. The headteacher diligently took on board the challenges facing the school on her appointment two years ago. In that time she has worked steadily with all staff and governors to ensure the good name of the school has continued to be held in high regard by parents and the local community. Not only has school improvement been very good, but also the headteacher is very clear about how to sustain these achievements. For example, the excellent assessment arrangements in the school are now implemented fully from the time pupils enter the school. This ensures that the information gathered enables teachers to meet the needs of every child very effectively. The headteacher has a clear understanding what needs to be done for the school's further development. Her enthusiasm has established her as a well-respected role model in the support and guidance of the work of others. Meeting the needs

of every child effectively is a guiding principle in every aspect of school life, which all in the school clearly understand and continually work at.

52. The school emanates a very strong team spirit where everyone's hard work is valued and as a result, pupils achieve very well. The senior management team makes a very good contribution to the development of the school. Subject co-ordinators have put a great deal of time into developing subjects, refining previous work, and building in any new requirements well. For example, the religious education provision is currently being modified to incorporate best practice from the Locally Agreed Syllabus and national guidelines in order to meet the needs of pupils in the school. The school has also, quite appropriately, put important emphasis on developing ICT to ensure standards in this subject have been raised effectively since the previous inspection. Co-ordinators regularly review planning, teaching, learning and the standards pupils achieve. Excellent use is made of the highly refined assessment procedures to help teachers set appropriate targets for improvement, especially in English, mathematics and science. Regular moderation of pupils' work highlights what pupils know and what they need to do next to improve. Especially good is the attention the school pays to the foundation subjects, where standards are also very good generally. This level of detailed analysis is exemplary.
53. The co-ordinator for special educational needs works diligently to ensure those pupils requiring additional help are identified early and given every attention possible to achieve well. Very good procedures are in place for assessing pupils with special educational needs. The individual educational plans for these pupils are based on the school's careful assessment of all pupils. This aids the teachers in ensuring that the pupils make very good progress in their learning. Higher attaining pupils usually receive a good level of challenge, and the progress of pupils identified as gifted and talented as well as having other special educational needs is regularly shared with parents. The school makes very good use of all relevant support agencies. Resources and equipment are very good. The school benefits from the active support of a governor who has taken on the responsibility for overseeing special educational needs provision.
54. The staff is a committed and stable working team. Expertise and talents are utilised very well to support very effective delivery of the curriculum and its continued improvement. The school is far from complacent about working at development that enriches the quality of the education pupils receive. Teachers are willing to take on new initiatives, and to balance these effectively, with established practice. For example, the recent training for ICT has helped tremendously in developing this subject across the school. Individual teachers have also developed their own skills related to their role as subject co-ordinators. The school's commitment to staff development has been highly acclaimed through their recent assessment for 'Investors In People' accreditation.
55. Valuable use is made of the very dedicated and hard working, teaching assistants. Teachers and teaching assistants share a clear and common purpose in supporting the pupils' learning effectively. Daily routines are well established and pupils know that help is always at hand. The excellent quality of relationships throughout the school makes induction of new staff a simple task. New colleagues joining the school are assigned a mentor, although every member of staff takes on this responsibility to ensure everyone knits together well in the team the school has successfully nurtured. During the year, the school supports the training of new teachers and provides work experience placements for students from the local college. The systems to manage these are very efficient, with shared responsibility being with class teacher, mentor and the deputy headteacher.
56. The Governing Body carries out its role very well. Governors clearly support the hard work of the staff and take a very keen interest in the welfare and development of all staff and pupils. Performance management procedures are established extremely well, and targets are reviewed effectively. Governors are fully conversant with the impact of these measures in the raising of standards and every effort is made to ensure teachers have access to the support they need to carry out their duties well. Governors visit the school regularly to monitor work in classes and engage in constructive dialogue with staff. In this way, they have a good overview of the day-to-day work in the school and are tuned into any concerns and issues staff or parents might have. They have a very clear good understanding of the school's strengths and areas for development.

Financial management is very good. Specific grants are spent extremely efficiently to speed up improvements. Overall resources are generally prioritised very carefully, because the overall budget has limited flexibility. The school still works with a budget that spans only a year, which therefore limits long term development planning. This is an area that needs attention to secure financial arrangements for a longer term than a year.

57. The provision of learning resources is very good overall. The quality and range of these resources ensure that teachers have very good access to materials that help pupils of all abilities to learn effectively. Parents and the community make considerable contributions to add to the school's very good range of books and artefacts. The school has well-kept grounds, which provide an attractive environment. Internally, the environment is enhanced with lively displays that celebrate pupils' achievements. These provide pupils with good reminders about what they are learning in various topics and contribute positively to the school's ethos, of valuing children's efforts. The caretaker and his staff ensure the premises are clean, orderly and well maintained, thus setting a very good example to the pupils to take a pride in their school. The caretaker is highly appreciated by the staff and parents for his hard work and commitment in keeping the site in such good order. The friendship meeting point in the playground is a lovely touch to help pupils feel safe and secure. A significant improvement in the accommodation has been the enclosure of the 'veranda' areas providing the school with valuable space for displays and cloakroom facilities. The large and well-equipped library attracts pupils' interest, as does the spacious television room.
58. The quality of day-to-day financial control in the school is very good. The school's administrative assistant runs a very well organised office. The school works closely with the local authority's finance officers and the governors set the annual budget after consultation with the senior management team. The school applies the principles of best value well, with competitive quotations obtained for major spending costs. The governor responsible for the day-to-day financial management receives a financial statement from the school each fortnight. The finance committee meets regularly. The school has made excellent use of its specific funding and makes very good provision for the pupils with special needs. The school benefits from the generosity of the parents.
59. The school regularly reviews its performance and sets challenging but achievable targets because time is taken to assess the capabilities of individual pupils. The commitment to meet the needs of each child is high, reinforcing the school's strong principles to address social and educational inclusion issues and provide pupils with a firm foundation for their personal and academic development. With this level of dedication and commitment, and the very good standards achieved, the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. There are only a few minor issues for the school to address. This is a testimony to the hard work and commitment from all staff, governors, pupils, parents and carers attached to the school.

These issues are as follows:

- (1) Continue to consolidate the Foundation Stage curriculum to best match the full ability range of children by:
 - a) ensuring that teaching challenges the higher attaining children in the Reception classes;
 - b) making better use of the outside play area for children's physical development.

(See the Foundation Stage paragraphs 61-63, 69, and 73)

- (2) Raise standards in physical education to match those achieved in other subjects;
(paragraphs 1, 7, 120-123)
- (3) Improve the hardware and software facilities to support the ICT curriculum even more effectively;
(paragraphs 7, 113)
- (4) Establish longer-term financial plans for the school;
(paragraphs 56 and 58)
- (5) Formalise the school's risk assessment arrangements;
(paragraph 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	24	16	1			
Percentage	15	50	33	2			

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	213
Number of full-time pupils known to be eligible for free school meals	N/a	6

FTE means full-time equivalent.

Special educational needs

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

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	37	29	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	34	35
	Girls	28	29	28
	Total	63	63	63
Percentage of pupils at NC level 2 or above	School	95 (99)	95 (97)	95 (99)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	35	35
	Girls	29	29	29
	Total	64	64	64
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (99)	97 (97)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	206	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	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)	9.1
Number of pupils per qualified teacher	23.4
Average class size	26.6

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	99

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	415692
Total expenditure	412028
Expenditure per pupil	1934
Balance brought forward from previous year	-967
Balance carried forward to next year	2697

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	1	0
My child is making good progress in school.	75	23	1	0	1
Behaviour in the school is good.	65	33	0	0	2
My child gets the right amount of work to do at home.	46	45	4	4	0
The teaching is good.	77	22	0	0	1
I am kept well informed about how my child is getting on.	41	54	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	24	1	0	1
The school expects my child to work hard and achieve his or her best.	69	29	0	0	2
The school works closely with parents.	54	40	6	0	0
The school is well led and managed.	74	25	0	0	1
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	48	19	18	5	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Provision for children in the Foundation Stage is good. All children enter the school in the September of the year in which they are five. The youngest children attend part-time for the first term and at the time of the inspection, had just completed their first week of full time education. These three classes of young children come from a large variety of pre-school settings and teachers visit them in these settings before they start at the school. There is a comprehensive and effective series of meetings, workshops and sessions in school for parents and children before they start. As a result, these new entrants settle very well and quickly into the caring and stimulating environment. Within a short time they take a full part in the day-to-day routines of the school, by attending assemblies and sharing morning playtimes with their older friends.
62. Children enter school with attainment broadly in line with the local authority's averages, although some pupils' scores fall slightly below in the area of speaking and listening. By the end of their time in the Reception class, children are ready to enter the main school, having exceeded the Early Learning Goals in all areas of the curriculum except physical development, where most pupils are on course to meet the learning requirements.
63. As a result of the good teaching and an interesting curriculum, children make good progress in the reception year. Teachers plan together in great detail. In keeping with the ethos of the rest of the school, they are able to interpret practice in an individual manner. This planning is effective in all six areas of learning. Teachers provide an intellectually stimulating curriculum, which also allows most children their entitlement to learn through structured play. Because of the wide ability range evident on entry to the school planning is particularly onerous. In the best lessons, there is evidence of a good balance achieved between teacher-directed and child-selected activities. Occasionally, there is insufficient challenge for the highest attaining pupils, who have the capability of achieving more.
64. On entry to school, teachers use a national baseline assessment procedure to ascertain what the children know and can do. They continue to keep very detailed records of individual progress, based upon half-termly assessments. This forms part of the excellent database used by the assessment co-ordinator to make projections and set targets later in the school. However, teachers do not always keep detailed observations of children's responses to daily activities, to maintain their ongoing records. This means that some of the highest attaining pupils occasionally do not work to their full capacity.
65. Teaching in the Reception classes is good overall. During the inspection there were examples of some very good teaching. Teachers are particularly good at teaching phonics, letter recognition and the early stages of reading and writing. They are also very effective in ensuring children understand the concept of numbers and measuring. They plan their lessons very well and in great detail. Classes are organised and managed very effectively and children respond positively to routines and structures expected. Teachers are particularly adept at deploying classroom assistants and other adults that frequently help in lessons. These additional adults take appropriate roles to support and guide children and make a valuable contribution to their progress. Children enjoy taking home reading books and their 'sharing' books, and useful comments are made as information is relayed between home and school. Resources for teaching are very well prepared, and teachers spend a great deal of time ensuring that appropriate teaching materials are made and classrooms are set up to engage children's interest at all times. No opportunity is lost to use pupils' own pictures and work as part of displays to consolidate learning. For example, work on opposites uses paintings and collage to illustrate new vocabulary vividly. Examples include the 'Jack-in-the-Box' who is 'in' and 'out'; the planes and cars are 'up' and 'down'; the caterpillars are 'long' and 'short' and polar bears and lions come from 'cold' and 'hot' countries.
66. Children with special educational needs are identified early on as they settle into the Reception classes and every effort is made to involve them fully in all activities. Intervention from outside

agencies is used particularly well, ensuring individual sessions are effectively planned to support each child at all times. This level of attention is sensitively managed in order to gain children's confidence but also to enable them to feel totally involved. For some tasks, children are grouped in ways where they help each other during shared activities and for other work, that is largely adult directed, the higher attaining children are given good opportunities to work independently. This allows the adults time to give additional support to those who need extra guidance.

67. The school has met the key issue raised in the last inspection report, by creating the outside area for play. Although the youngest children use this playground area to ride and push wheeled toys, it is only partially developed as an effective learning environment for all aspects of the curriculum. Some teachers use this space for the final part of mathematical development lessons, but its use as an outside learning environment is yet to be fully realised. The Foundation Stage offers the children a good opportunity to experience a curriculum, which prepares them very well for the next stage of education. Improvement since the last inspection is good, particularly in the areas of curriculum planning and the progress made by pupils in their knowledge and understanding of the world.

Personal, social and emotional development

68. Teaching is good in this area and as a result, children achieve well. Most are on course to exceed the early learning goals. The school's caring ethos, the establishment of regular routines and the good attention placed on meeting individual needs, underpins the good progress children make. They also benefit from regular personal, social and health education sessions and discussion times. During these sessions, they become confident enough to share their feelings and experiences, for example, when discussing what makes them happy and sad. They address issues like getting cross with brothers and sisters, but understand that happiness is not just about having presents on your birthday, but about playing with friends and sharing toys and stories. The insistence on routines and systems means that children understand clearly what is expected of them. They raise their hands to answer questions and move sensibly to activities around the room. They talk happily to each other and to the adults who share their room. The children explain what they are doing and are confident to get undressed and dressed for physical education lessons on their own. Some are so proficient that they then help others, following the good example set by their teachers and other adults. They take care of their own belongings, 'I'll put my jumper in my cubby hole', and also take care of their own hygiene, understanding the importance of handwashing and wearing aprons for particular jobs. The children work very hard and go about their activities quite maturely and seriously. They are quiet and polite. They listen attentively and respond positively to the very good role models offered by adults, who value their answers and have time to talk to and support all the children.

Communication, language and literacy

69. Children are taught well in this area and make good progress. Most of them exceed the early learning goals by the end of the Reception year. They experience elements of the literacy session, and enjoy reading along with the 'big book', for example, 'Elmer and the Lost Teddy'. They predict sensibly, what might happen next in the story and many recognise words that help them with improving their reading. Teachers maximise opportunities to extend children's vocabulary. Adults ask questions and share discussions frequently throughout the day. A small group of children confidently articulated their ideas about feeling happy and sad as a result of the quality time they were given by a teaching assistant who clearly understood how to ask questions where children had to offer personal feelings and thoughts. Relationships are extremely positive throughout the school, and this allows children to feel valued for what they have to contribute. Most children begin to read in this reception year, building relevant skills, to sound out and word build accurately. The most confident recognise some words by sight and begin to use their phonic knowledge to build new words and use pictures to help them to interpret stories. Skilful teaching ensures that children are not pressured to race through books, but have ample opportunities to consolidate their learning. As a result, they become secure and confident readers as they move into Year 1. Right from the start, children are encouraged to 'have a go' at writing, in an environment where they are regularly reminded that nothing is wrong 'as long as you try'! These opportunities enable them to use their knowledge of phonics and letter formation to complete sentences, write letters and make lists, to complement the more formal sessions of handwriting and copy writing. Effective teaching in this area, using a wide range of teaching

strategies to suit different tasks and activities, ensures confident children work towards becoming confident writers later in their school career. Great emphasis is placed upon the quality of presentation in the work children produce. As a consequence, children become used to taking care over their writing and concentrate hard on what they do.

Mathematical Development

70. Children achieve well in this area and the good teaching means that most exceed the early learning goals by the end of the year. Teaching ensures that a wide range of opportunities for counting are used to reinforce understanding, for example counting numbers present in the class and working out from the first information how many will require dinner in order to fill in the register accurately. Because number work is taught in a way that children can relate to, they find learning fun and make good progress. They know the days of the week and many recognise the number, which is one, two, three or four more than a given figure. They have practical activities that are designed well to reinforce learning, like playing bingo with numbers up to 20, and using magnetic boards to make pictures with ten, eleven and twelve objects. They compare the lengths of dough-snakes and use the correct vocabulary to make these comparisons. With help, they make lines of bricks to match the length of a variety of objects, like socks and pencils. They make sensible estimates as to how many bricks they might use to measure given objects and develop a good sense of shape and size. The stimulating displays around the classrooms reinforce understanding of correct vocabulary relating to their numeracy activities. Children recognise shapes and often reinforce their understanding by incorporating these in their artwork. Other similar links are made effectively throughout the whole curriculum thus ensuring that children see the relevance of their mathematics to everyday life.

Knowledge and understanding of the world

71. Good progress is made in this area of learning. The good teaching ensures that most children exceed the early learning goals by the end of the reception year. Children learn particularly well in the science aspect of this area. For example, a very well planned teaching session gave the children opportunities to investigate the nature of ice. They knew that they needed a freezer to turn water into interesting ice shapes and they discovered how ice melts at varying speeds. They discussed what it feels like in their hands and noticed how quickly it melted on the radiator. Well-planned activities reinforce their understanding within this topic on opposites, for example, hot and cold. They look at pictures and paint polar bears and tigers. They play in the 'igloo', choosing suitable clothes to keep them warm. They dress dolls for the summer and winter seasons and explain very confidently as to why birds and other animals need to be cared for when the weather is so cold. The use of ICT plays an important part in the children's daily work. They learn to select, drag and drop pictures into sets, they work on phonics tasks by matching sounds, they listen to animated stories, understanding how to select the next page appropriately by using the mouse or the keyboard. By operating the tape recorder, they listen to recorded stories and songs and play these back to improve their 're-telling' tasks. Children use recycled materials, paper and card, which they join together to make for example, pictures, boats and lighthouses. During these activities they learn how to cut and shape materials carefully, and recognise some simple properties of the materials they are using. All objects they produce are finished, labelled and displayed attractively, and form a valuable backdrop to the stimulating environment in which they work. By seeing their own work around them, they consolidate new learning very effectively. They watch their guinea pigs, Bubble and Squeak, and learn how to care for their needs, being very aware of treating the creatures with gentleness so as not to frighten them.

Creative Development

72. Due to good teaching in this area, children make good progress. They find this aspect very exciting and engaging, because teachers work hard to make it interesting and teach it enthusiastically. Teachers and additional helpers spend valuable time preparing the wide range of activities and introduce children to a vast array of materials and resources that stimulate children's creativity effectively. Most children exceed the early learning goals by the end of the year. The originality, range and quality of work produced forms a very good foundation for particularly stunning art and design later in the school. Teachers are skilful in this area and children learn quickly, for example, that they can enhance a picture of 'Elmer', painted in vibrant colours, with matched and contrasted collage pieces. For example, they add collage pieces to add texture to represent fur and skin. They have extensive opportunities to experiment with printing,

and make a good start at producing observational drawings and paintings. Materials of good quality and a wide range of paper are used to teach techniques that lead to some very effective and high quality work. Opportunities to sing and play a range of percussion instruments are good. Children behave exceptionally sensibly as they handle instruments, listening very attentively to instructions and responding enthusiastically, but extremely sensibly, in their performances. Children also make good progress with their imaginative play. They enjoy being in their 'cold igloo', and 'find' polar bears on the ice cap and write letters home to relate their adventures. They investigate a 'dark cave' with their torches, to search and count hedgehogs, bats and stars. Imaginative play is supported well with adults intervening skilfully to discuss the roles children take up, for example, being explorers. Valuable talk time helps children gain confidence in their speaking and thinking skills.

Physical Development

73. Satisfactory progress is made in this area and most children attain the early learning goals at the end of the year. Planning and teaching for specific physical education lessons is satisfactory and children make suitable progress in running, hopping and balancing. They learn how to use space in the hall sensibly, and how 'stillness' is the opposite of 'movement'. However, there are fewer opportunities to use bats, balls, ropes and hoops outside. Some lessons lack the vibrancy of other areas of the curriculum, resulting in children sometimes having periods of inactivity where they spend longer than necessary to watch and listen. This sometimes restricts their overall achievement in physical development. The children use small equipment, like pencils, brushes and pens well. These skills are developed well through creative arts when children use printing blocks, scissors, drawing pencils and pastels carefully to produce very good quality work that has been carefully constructed.

ENGLISH

74. Pupils' attainment at the age of 7 is well above average. As a result of the very good teaching pupils receive, progress for pupils of all abilities is very good. The school has made very good improvement in the subject since the previous inspection. By establishing excellent assessment and monitoring procedures, teachers ensure lessons are planned very carefully, with appropriate supplementary tasks to match the individual needs of pupils of all abilities. In this way, any pupil who requires specific support is identified early and provision is made appropriately. Teaching of basic skills is very good and pupils are guided sensitively towards meeting their targets for each aspect of literacy. The most valuable improvement has been the meticulous links that teachers make between different areas of the curriculum. Wherever possible, high emphasis is placed on encouraging pupils to apply the literacy skills they learn, for example, in writing in other subjects, expressing their thoughts and views confidently and checking their work against the targets they have been set. Expectations are very high but pupils are not daunted by the challenges set because they are keen to learn and achieve success.
75. In Years 1 and 2, pupils receive a very good grounding in the skills required for early literacy. They have very good opportunities to share their ideas and to give accounts of what they have accomplished or experienced. The teaching of phonic skills and graphic knowledge is developed step by step. Throughout the school, pupils listen carefully to what their teachers say and respond with enthusiasm. They often have opportunities during the literacy hour to read aloud what they write. They generally work well in groups, taking part in constructive dialogue. Most of the older pupils articulate their points of view clearly and coherently. For example, pupils in Year 2 talked about work they have done on studying Kenya and their extended writing showed a high level of maturity and thought in exploring similarities and differences between the two cultures and traditions. They enjoy class discussions, where teachers make every effort to involve each child. They particularly like hearing stories and then re-telling them in their own words. For example, in a lesson in the Year 1/2 class, pupils listened intently to the story of 'Cinderella'. They became particularly animated when they took on roles of specific characters and superimposed their perceptions by speaking in role. Their interpretations mirrored the teacher's excellent reading of the story and, as a result, learning was excellent. Pupils also talk confidently about class assemblies, which provide them with an opportunity to make presentations to other classes.

76. The teaching of reading is very good and throughout the school, pupils' progress in reading is very good. Excellent records are kept to monitor progress and information is shared with parents, especially if teachers have any concerns or want to make requests of how the individual pupil can be supported at home. The majority of pupils are supported well by parents in their acquisition of literacy skills and this has a very positive impact on their learning. Parents also assist in hearing pupils read in school. Pupils are encouraged to read every day and they have access to a good range of reading materials. They enjoy reading both as part of a group and independently. By the end of Year 2, pupils read fluently with good expression and have the confidence to tackle unfamiliar words. Higher attaining pupils explain what they read well. All pupils have a good knowledge of the features of fiction and non-fiction. They extract information from reference books efficiently and the better readers interpret the nuances of poetry skilfully. As pupils progress through the school, they learn to find information more efficiently in more complex materials including sources such as the Internet, for independent study or research. One of the most striking features is that the school engenders a love of books in pupils. Good quality reading material of a diverse range is available for pupils to explore in school or to borrow. The library facility is attractive and is in use regularly, so that the pupils grow up recognising that books are a natural resource for them to use. Because teachers work hard to select good reading material to engage the interest of all ability groups and both boys and girls, pupils regard reading as important. Pupils generally enjoy the guided reading sessions that are now a regular feature in literacy sessions. The highest attaining readers are competent independent readers by the end of Year 2, and those who still need additional support are given regular individual attention to help them make good progress.
77. Appropriate attention is given throughout the school to the teaching of writing skills including handwriting and spelling and the composition of imaginative and purposeful sustained writing. For example, as part of a Year 2 literacy sessions, pupils have written well-composed letters, instructions, compiled lists and written descriptive compositions about work they have covered in history, geography or religious education. There is a high level of emphasis placed on pupils recounting information or voicing their own ideas in their own style. This allows them to follow the very good models teachers present them with, but also gain the confidence to think of their own ideas by themselves. Independent and individual work is highly praised. Pupils as early as Year 1 are encouraged to 'have a go'. Because new vocabulary is introduced in an exciting way, for example, 'isn't this a lovely new word you have learnt?', the pupils retain new learning well. They enjoy trying it out in context when they compose their own writing. In almost every class, pupils' written work is displayed strategically and this encourages them to do their best to achieve high standards of presentation and accuracy in writing.
78. Teachers generally ensure pupils have a very clear idea of what they need to do to improve their writing. Throughout the school, the marking of written work is conscientious and informative. It is constructive and clearly linked to National Curriculum targets. Pupils know what they need to do to improve their writing. In all classes, pupils are given the opportunity to produce a good range of writing in different forms, literary and non-literary. In Year 2, higher attaining pupils have opportunities to work on collaborative writing tasks such as the preparation of a newspaper front page, regarding the discovery of 'Tutankham's Tomb'. Whilst teachers' expectations for this age group are very high, pupils respond well to these challenges. Lower attaining pupils, whilst achieving at least average standards benefit tremendously by being engaged in such lively discussions and interactions. Teachers and support staff work hard to ensure all pupils have access to rich literary experiences that help them become fluent and articulate in both oral activities and their written work.
79. Teachers have a very good knowledge of the procedures that underlie the effective delivery of the literacy strategy. They have high expectations and they make good use of time and resources to challenge pupils to produce their best. In several classes, teachers present highly imaginative approaches to capture pupils' interest. For example, in a lesson in Year 2, the teacher stimulated pupils to think about the task they were being asked to do by spending valuable time reflecting on previous work on biography writing. The work was extended, very effectively, by introducing the 'Winnie the Witch' book. The text immediately captured pupils' interest and imagination, and as result progress was very good. Because pupils' listening skills are very good, teachers present work in a lively, enthusiastic fashion which allows the pupils to consolidate new learning

through visual images that they draw on when working independently. Very good links between ICT and English are evident in the redrafting of work, the recording of information pupils research independently and relevant programs are used to consolidate basic phonic skills, grammar and punctuation skills. Teachers also place very good emphasis on the ending of lessons to explore what pupils have achieved and assess how they might adjust planning for the following lessons.

80. Teachers use class assistants very skilfully to support group work. In turn, the class assistants show skill in guiding pupils as they support activities for the literacy strategy, especially being mindful of any specific needs pupils in their groups might have. Very good relationships between adults and pupils ensure a relaxed, collaborative working atmosphere and pupils respond very positively to questions asked and the answers everyone gives. They are taught to value each other's contributions and every pupil is expected to participate. Such positive interactions support personal development very effectively.
81. Management of the subject is very good. The co-ordinator is a very competent teacher who, in collaboration with her colleagues, ensures improvements and strategies are implemented effectively to raise standards. Sensible initiatives facilitate very good links between home and school to ensure that parents are well informed about what their pupils are doing and equip them, for example, to assist in developing pupils' spelling skills. Parents have been invited to attend workshops on specific elements of literacy and those who participate find such insight useful. The co-ordinator has presented valuable inset for staff in order to, for example, improve writing skills which took a slight dip in the tests and assessments in 2002. Teachers are expected to plan collaboratively for pupils in parallel classes so that it is clear every child follows the same curriculum. However, the guidance is not so restrictive as to prevent teachers being creative in their delivery. Very good progress has been made in monitoring pupils' work and clear priorities are identified, for example, with regard to providing good reading material for boys to encourage them to write more effectively.

MATHEMATICS

82. Standards are well above those expected by the end of Year 2. This is an improvement since the last inspection when the majority of pupils attained standards that were above the national average. The National assessments confirm that standards have continued to improve. Pupils' achievement is very good, and this includes those with special educational needs. This is because teaching is very well structured and targeted and teachers have a very good knowledge and understanding of the mathematical needs of the pupils. There are extremely good assessment procedures in place. These help teachers recognise what they need to do, to plan accurately, and challenge pupils at the right level effectively. The pupils are enthusiastic learners. Progress made by pupils of all abilities is carefully monitored. Girls have been attaining higher results than the boys have but the school has devised strategies to redress the balance. As a result, no specific differences in attainment of boys and girls were evident from work seen during the inspection.
83. The overall quality of teaching throughout the school is very good. Lessons go at a very lively pace. Pupils clearly enjoy the challenges and are eager to participate and be noticed for their efforts. Very good lesson planning identifies clearly how to meet the needs of pupils of different abilities. Pupils enjoy mathematics because they experience success. Parents support their children's learning effectively by working with them on the targets set for class-work, as well as homework which is given regularly. Parents have opportunities to attend subject meetings led by the co-ordinator to help them understand the numeracy strategy and how they might support learning outside school. Due to the very effective planning across year groups, pupils make very good progress throughout the infant classes. Teachers brief the classes well and explain tasks very clearly and carefully. Pupils are challenged appropriately through mental and practical activities, enjoy their learning and make very effective use of the support they are given. They are not reluctant to seek help and guidance and feel it is acceptable to make mistakes because help is readily at hand.

84. Teachers apply the numeracy strategy effectively and pupils respond well to the quick fire mental activities. They enjoy the brisk pace and challenge and the competitive elements, for example, of the 'mental starter'. They work enthusiastically, to show their skills with number and other operations they have learnt. Good emphasis is placed on using correct technical vocabulary, for example, 'the product of, the sum of,' and so on. Some of the older pupils in Year 2 undertake tasks such as 'partitioning, and sharing' confidently, and apply correct terminology when talking about flat and 3 dimensional shapes. Teachers make very pertinent links to other subjects, for example, pyramids and other Egyptian tombs.
85. Teachers have good subject knowledge, and offer clear explanations that enable pupils to see and apply pattern in number. Pupils in Year 2 make doubles up to 20 and also calculate accurately addition of pairs of numbers beyond 20. Higher attaining pupils perform calculations that are more complex. Pupils are eager to give their answers and explain their reasoning. Pupils are very good at mental arithmetic. Teachers encourage all pupils to offer clear explanations of how they apply different mental strategies to solve problems. Pupils' presentations are of high quality, in line with the high expectations placed on them by their teachers. Pupils, who lack confidence or have special needs, make very good progress. This is because the very good working partnership between teachers and classroom assistants ensures pupils are supported well during lessons and given extra help when it is required. The classroom assistants make an important contribution to pupils' achievements in class and in small group sessions. Work is marked consistently, with relevant advice offered as to how to improve future work. Teachers encourage the pupils to work hard and seriously, and pupils thrive on the praise they receive, but also take to heart any advice given on how to work more effectively. Pupils use appropriate ICT programs to reinforce learning. For example, they gather survey data and present their findings in graphic form well.
86. Management of the subject is very good. The curriculum is evaluated annually and adjusted as necessary. Assessment is very effectively used to identify curriculum areas that require improved provision. There is an excellent portfolio of annotated work, which identifies what pupils need to do to achieve at the various national curriculum levels. The subject is resourced well, with each classroom having its own set of day to day resources. The governor responsible for mathematics supports the subject effectively, and is aware of the improvements being made to raise standards.

SCIENCE

87. Pupils achieve very well and attain levels that are well above those expected nationally at the age of seven. This is due to particularly good teaching and well-designed curriculum, which establishes effective links to other subjects to reinforce the relevance of the new knowledge and skills pupils learn.
88. There is a particular emphasis on investigation. Pupils use their senses to observe carefully. Their particularly well developed literacy skills enable them to describe accurately what is going on and then make sensible deductions using their information. High quality teaching and great enthusiasm from the teachers ensures that in the best lessons, there is a buzz of excitement for learning. For example, pupils examine and discuss sets of different materials and consider why specific materials are used for specific purposes, like buildings or waterproof items. They use suitable vocabulary to describe properties like hard, squashy, transparent, opaque, and later record their findings on well designed sheets. The oldest pupils are able to extend their investigative skills by predicting what will happen and comparing this to what actually happens.
89. The richness of the curriculum means that all areas of the programmes of study are studied, but frequently with relevance to a broader topic. For example, while looking at the structure of plants, pupils were also carrying out observational drawings and paintings. They investigated simple circuits in torches when considering 'light and dark' and found out how light is split by a prism, and how shadows are formed. Pupils keep very good quality records, which include accurately labelled diagrams, and well-planned and well-executed written accounts. They use graphs and tables very effectively to record the results of their investigations. ICT is used

effectively to support these recording strategies and pupils use the high quality graphics to make accurate observations about the information they have gathered.

90. The quality of teaching is very good overall. Pupils learn very well in particularly well managed lessons. Pupils with special education needs are very well supported, often by teaching assistants, who ensure that small groups and individuals can participate in the whole lesson. Particularly good use is made of adult helpers, who have instruction sheets to support their role in lessons. Teachers spend a large amount of time preparing high quality resources and stimulating displays, which support pupils' learning. The final sessions of each lesson are particularly effective in allowing pupils to reflect on what they have learned and use their very good discussion skills to evaluate the lesson.
91. This subject is very well led. The subject co-ordinator demonstrates her enthusiasm for the subject by the quality of the portfolio of work kept and the continual review of the curriculum. Assessment records are scrupulously maintained and teachers have a very good understanding of what each pupil knows and can do. There has been a very good improvement since the last inspection, particularly in the consolidation of very high standards and in the development of the curriculum and quality of assessment and moderation.

ART AND DESIGN

92. Pupils' attainment, at the age of seven, is excellent and well above that expected for their age. The quality of work seen throughout the school is very high. Very good curriculum provision is enriched through the extensive range of resources. As a result, pupils experience a wide range of art forms, such as modelling with clay, the construction of 3D forms, discovering the 'magic' of computer generated images and experimenting with different fabrics and materials, as well as painting and drawing. Pupils of all abilities achieve very well as they enjoy exploring new skills and techniques. In addition, the subject is led by an enthusiastic co-ordinator, who looks continually at how to make the subject more challenging and exciting, in order to keep pupils interested. Teaching throughout the school is of a very good standard. The most striking feature that particularly impacts on the high standards achieved is that the subject is intricately woven into the curriculum. This means that as pupils study, for example, the Vikings in their history lessons, art activities are linked in to add a further dimension to their understanding of that period of history. During the inspection, pupils in the Year 1/2 class made finger puppets depicting Viking heads, Viking ships from card and other materials, modelling clay brooches and papier-mâché Viking helmets. Adults supporting the different activities talked with the pupils about the life and times of the Viking period, thus consolidating pupils' new learning very effectively.
93. By the age of seven, pupils extend the skills gained in the Foundation Stage of how to apply different kinds of paintbrushes to create texture, and how to design a 'framework' to create depth and shape to sculptor models of ducks and swans. For example, one pupil described 3D as 'you can put your arms/hands around it', suggesting very good understanding. Teachers provide pupils with delightful experiences in colour blending and creating tones that pupils use to build stunning pictures of Kenyan sunsets. This activity, in Year 2, was enhanced further, when pupils created silhouette effects using black paper to make safari animal cut-outs with the 'sunset' as a backdrop. The vibrant shades of orange, red and yellow created a very eye-catching display that pupils were clearly impressed with. Similarly, pupils in Year 1 have followed a 'winter' theme linked to their geography work on climate, by illustrating 'glistening ice' images. They have looked carefully at bare trees and winterberries to add bright bits of colour using wax and pastel chalks. Others have followed the style of Seurat and produced extremely detailed 'reflections on water' scenes. The care and attention paid to detail indicates that very good observation skills are taught well. 'Cold colours and scenes' take on an added dimension when pupils produce repeating patterns using 'Dazzle', a very engaging ICT program. However, having produced the basic design, pupils then add to the effect by adding a touch of 'glitter' to depict a 'cold, wintry image'. Pupils' standards of painting and printing are high.
94. The quality of teaching is very good. Teachers have secure knowledge of the subject and focus very effectively on core skills such as drawing. Teachers capitalise on the 'topic' approach used

across the curriculum and plan 'joined-up learning' effectively. Teachers demonstrate techniques clearly and help pupils evaluate their own work, thus providing detailed guidance before setting pupils off on independent work. In lessons, those who need additional guidance work more closely with the class assistant and the teacher. This careful attention enables them to progress equally well. Because of the outstanding relationships built between pupils and adults, pupils are confident in sharing their thoughts about their work and that of others. Teachers identify relevant additional opportunities to develop pupils' understanding of art, for example, through visits to exhibitions and bringing workshop artist into school. There is a clear recognition that art and design work is very important to support pupils' social and cultural development. Staff ensure pupils' work is displayed effectively throughout the school and sometimes in venues outside the school. Pupils' work is attractively arranged on the walls and corridors to brighten up the environment and to show pupils their work is highly valued. Because teachers work hard to make the work interesting, pupils enjoy learning. They share resources sensibly and watch adults and each other to 'borrow' ideas and improve their own work. Behaviour is exemplary and 'tidying away' sessions are conducted efficiently and willingly. Pupils take pride in their work, and because teachers' have high expectations, pupils are happy to take their time to do their best work. Additional support is welcomed and put to good use. A number of volunteer helpers support practical activities extremely well.

95. There has been considerable improvement since the previous inspection when standards were above expectations. Subject leadership is excellent and all teachers respond well to areas for improvement identified from the monitoring of pupils' work. The maintenance of art folders for pupils of different abilities is extremely helpful to review standards and look at skills and techniques that need developing. The curriculum is planned well and there are clear aims about the skills, knowledge and understanding for each year group.

DESIGN AND TECHNOLOGY

96. By the end of Year 2, pupils attain standards, which are well above those expected nationally. They achieve very well and make particularly good progress over their time at the school. Learning is very good because of the very good teaching they receive and because the curriculum is interesting and designed well.
97. Clear leadership, which demonstrates very good understanding of the demands of curriculum, supports teachers very well. As with all other subjects, the breadth of the curriculum is enriched by linking topics. Finger puppets and Viking helmets are constructed with great care and attention to detail and link very effectively to the history topic. Fairy-tale castles support work in literacy as pupils stretch their imaginative thought and create constructions, using, for example, castellations, turrets, and arches in their designs. Insistence, from the teachers, upon high quality presentation ensures that items are finished well and displayed to their best advantage. Because they illustrate work in other areas of the curriculum, teachers use the final constructions to consolidate new vocabulary effectively, and frequently encourage pupils to explore a wide range of books and resources to suggest improvements they might make to produce even better work next time.
98. Particular initiatives have given this subject high priority and support the very good teaching in the subject. For example, a visiting puppet group and the associated workshop enabled all pupils to make a variety of puppets, which they then used to produce a full programme of plays and entertainment for the rest of the school. The purpose for the making was very clear and relevant and thus skills suitable to the task were introduced very effectively. Older pupils visit the "Making It" centre and learn, through a series of well-planned activities, how to plan, execute and market a product. In this project, the pupils have the advantage of using well-structured information and communication technology programs, to plan their design. They have access to tools for testing and a large bank of components to choose from to complete their task. In the most exciting lessons, pupils experiment with joining techniques in preparation for making their puppets. They try out a variety of glues and tapes on different materials and learn how to stitch. They check and test how secure these methods are and what they might do to make their work even better. They are not reluctant to explore and experiment and, because they have so much

choice in terms of materials, learning is very effective. They also learn how to cut out identical fabric pieces using a template. In this lesson, the excellent teaching ensured that discussion at the end of the session was used effectively to reflect on work done and to evaluate the success of particular procedures and techniques. Pupils are quite critical and discerning, showing a level of maturity well above that normally expected for children of this age. Pupils are used to planning their projects and expressing preferences, for example, when preparing a fruit salad and designing a bird feeder.

99. This is a vibrant and exciting subject. Pupils respond well to challenges and extend their skills particularly well to complete set projects. The very well managed classroom activities and very effective deployment of teaching assistant support ensure that all pupils make very good progress. Sensitive and skilful help from teaching assistants ensures that all pupils, including those with special educational needs, are included in all aspects of the lesson, including paired and grouped discussions. The quality of the scheme of work and the very good teaching resulting in very high standards, demonstrate a very good improvement in this subject since the last inspection.

GEOGRAPHY

100. By the end of Year 2, most pupils attain standards in geography that are well above those expected of pupils aged seven. This is an improvement since the last inspection. Pupils with special educational needs make similar progress to their peers, and progress overall is very good for all pupils. This is as a result of consistently very good teaching throughout the school.
101. The pupils in Year 1 know there are four seasons, compare one season with another, and understand the features of winter. Pupils work collaboratively listing the differences between winter and summer and then the similarities. Pupils respond well to the challenging expectations placed on them by teachers. Correct geographical terms are used to extend the geographical vocabulary of the pupils. Their listening skills are developed well and when questioned, they answer with confidence, giving sensible reasons for their answers.
102. Pupils have a very good understanding of different ways of life in different parts of the world. For example, pupils in Year 2 use various sources to find out about what life might be like in rural Kenya and know about the different clothes people wear that best suit that climate. Pupils learn about the impact of the equator on climate, the comparative rainfall between London and Nairobi and life away from the main towns of Kenya. Pupils see and handle fabrics from Kenya and articulate confidently why the vibrant colours are so attractive to them. The teacher and classroom assistant wore Kenyan clothes, which generated a mature discussion on the reasons for the style. Pupils worked in groups writing about the clothes, making comparisons with theirs, and then producing a drawing or painting to illustrate their findings and observations. A group of pupils worked with the classroom assistant to produce three-dimensional art on a background of an African landscape. As the pupils worked, African music was played which added to the overall quality of the lesson effectively. Particularly good resources support the topic. There are very good planned links to other areas of learning, and the subject contributes very effectively to pupils' social, cultural, spiritual and moral development.
103. The curriculum for geography makes good use of the environment. Pupils are made very aware of the environmental issues of noise, pollution and changes in the local area. Their weather study gives them a very good link to apply information technology to find out more about weather maps and symbols used to denote particular weather features. A strength of the teaching of geography is the teaching and learning of mapping skills from the Foundation Stage through the school linking with the Junior School curriculum. Pupils in the Reception classes work on simple directional work in a "Bear hunt" activity. Pupils planning the lay out and effective use of their playground follow this through. There is evidence in the very good portfolio retained by the co-ordinator, that pupils learn the concept of a key for a map at an early age. By Year 2, pupils produce a colour-coded plan of the school, produce simple routes and street maps. After a field trip to the Civic Centre, pupils produced a map with a key that noted where spaces had been filled in, for example, with new buildings. This activity helped them understand how streets and towns develop and change. Evidence shows that teachers have very good subject knowledge and

understand, for example, the needs of the pupils when they are learning about the basic skills of mapping. This expertise enables teachers to plan very effective lessons that help all pupils achieve very well. Throughout the school, pupils work with interest and enthusiasm. Their behaviour is exemplary. Question and answer sessions are lively and encouraging and pupils are not reluctant to ask when they want to know more about something they hear. Pupils enjoy the lessons gaining maximum benefit from the carefully planned, well-structured lessons. The standards of pupils' work rises to match the high expectations of the teachers.

104. The policy is very clear, promoting very good links to other subjects wherever possible. The scheme of work ensures a balanced coverage of all the requirements of the areas of study. The setting of suitable challenges provides for the inclusion of all pupils. The portfolio of work shows clear and very good progression in knowledge and skills' development. Good assessment procedures are used to measure progress and attainment at regular intervals to ensure pupils' achieve the targets set. The subject is very well led by a very able and enthusiastic co-ordinator.

HISTORY

105. Pupils' attainment in history is well above expectations at the end of Year 2. This is an improvement since the last inspection. Pupils with special educational needs make similar progress to their peers, and progress overall is very good for all pupils. In Year 1, pupils experience work closely associated with their own experience. The history portfolio shows, for example, how the pupils in Years 1 and 2 were fascinated when watching how washing was done in the 1930's. There are records of visits, which help pupils gain, an understanding of local history really effectively and visitors are introduced to the classroom to build up an even more cohesive picture. By the end of Year 2, pupils gain a very good understanding of time and chronology for their age and ability.
106. Pupils develop a very good factual knowledge of periods in history. During the inspection, pupils in Year 1 were studying the Vikings. Pupils were able put the Vikings on the time line accurately, and have a very good understanding of the life and time of the Viking era. Very good planning ensures that links across the curriculum are maintained successfully. In one excellent art and design and technology lesson linked to the history topic, pupils used books to learn about the shape and design of Viking brooches and other jewellery, before producing their own. Another class produced very striking 'Viking helmets' using a range of materials including papier-mâché. They copied the designs they found in reference books accurately. Collages of Viking clothes and a Viking boat are displayed for all to see. By the end of Year 2, pupils have learnt to think and write using a variety of sources of evidence. Very good use is made of the locality, including old photographs, artefacts and speakers who give interesting talks to the pupils about how life used to be. While learning about 'Remembrance Sunday', pupils visited local war memorials, recognised local names and thought about the reason we use poppies to remind us of the past. Good use of pupils' literacy skills is evident both in the class-work and in the research pupils choose to continue at home. The consistently very good teaching of historical skills, and the enthusiastic response of the pupils, results in high standards by the end of Year 2.
107. As well as acquiring a very good knowledge of history, pupils gain from the links with other areas of the curriculum, for example, art and design, literature, design and technology and information technology. The subject contributes very effectively to pupils' social, cultural and spiritual development.
108. The quality of teaching overall is very good. Very effective lessons were observed during the inspection. Features of these lessons include the very good planning with clear aims for the lesson, teachers' very good subject knowledge, the pace at which the lessons progress and very good class management strategies which keep pupils on task and totally engrossed in learning. Lessons are generally lively and fun. The behaviour of the children and their attitude to the subject are outstanding.
109. The subject is very well led. Very good links to other subjects are systematically built into schemes of work and individual lessons. Assessment information is used very effectively to

improve planning to ensure skills and knowledge are taught to a high standard throughout the school. Effective use is made of fieldwork, whole class lessons, group work and individual work. Provision is made for all pupils because teachers are very aware of individual needs of specific pupils and provide them with tasks and materials that help them achieve well. Resources are of good quality and used to good effect, with regular use of ICT to carry out additional independent research.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. By the time they leave the school, at the age of seven, pupils attain levels of competency in information and communication technology, which are well above those expected nationally. Through very good teaching and an imaginative approach to content, they achieve very well, learning skills that demonstrate high standards.
111. The oldest pupils learn to use a desktop publishing program effectively to produce stickers. They demonstrate an understanding of page layout, they apply borders to writing of various sizes, colours and fonts, and learn to navigate drop-down menus, using a keyboard and mouse very competently. Younger pupils in Year 1 use charts and add pictures and text to make a weather chart to support work in geography. All pupils demonstrate very good word-processing skills, copying stories and producing captions and titles for their displays. They make pictures and repeat patterns, which are used imaginatively and incorporated with other media in art and design. The oldest pupils use graphing programs effectively to support science and mathematical activities. They make block and pie charts to show the results of investigations they have conducted. As a consequence, they understand the value ICT adds to the quality of their finished work and take pride in their presentation.
112. Teaching in ICT is very good. Teachers' confidence has improved after successful training through the national initiative. They plan together very successfully to ensure similar opportunities and experiences are offered to pupils of a similar age. Creative links to current topics and other areas of the curriculum enable pupils to see the relevance of their work. Pupils produce pleasing, high quality products, which leave them, satisfied with their achievements and eager to continue. The very good progress made in Years 1 and 2 builds effectively on the competencies attained in the Foundation Stage. Pupils with special educational needs take a full part in lessons and are often supported particularly well by teaching assistants, who have also undertaken relevant ICT training. Teachers and supporting adults work in very close partnerships. Additional help from parents and friends of the school is welcomed, especially when pupils then have the opportunity to receive one-to-one help and guidance, as seen in an art and design lesson in Year 1. Here, the magic of the 'Dazzle' program enabled individual pupils to make particularly good progress in applying a range of paint tools to their computer generated designs.
113. The management of the subject is very good. The curriculum is specially designed and relevant to this school's needs, with appropriate adaptations made during annual reviews of the curriculum. Helpful and well-annotated samples of work are collated in a portfolio and each pupil has his/her own named folder on the classroom computer. Good use is made of liaison with the local high school for advice and technical support. However, with the current number of computers in the classroom being quite limited, there is often difficulty when teaching large groups of pupils, for all to make satisfactory gains in acquiring new ICT skills being demonstrated. For example, the size of the screen limits a clear view, and pupils do not then have immediate opportunity to practise new skills while they are fresh in their minds. There are plans to extend computer provision to establish a suite, to assist with skills acquisition.
114. High standards are maintained due to very good teaching, a supportive curriculum, and significant leadership. This marks very good progress since the last inspection.

MUSIC

115. At the end of Year 2, pupils attain standards that are well above those expected nationally. This reflects an improvement since the last inspection. Pupils, including those with special educational needs, make very good progress. The subject makes a valuable contribution to pupils' social, cultural and spiritual development.
116. Pupils in Year 1 perform well, for example, maintaining a steady beat. They have very good understanding of musical terms like 'piano' and 'forte' as well as 'pitch and rhythm'. In Year 2, pupils performed well together as they used a variety of pitched and un-pitched percussion instruments to depict journeys through space, picking up on sounds they imagined meteors might make as opposed to stars and planets. Their knowledge of musical terminology and musical instrument names is very good and their performance skills using these items is excellent. Not only do they follow simple pictorial scores confidently, keeping in time with the 'conductor', but they also self-correct when they know they are out of time with others. Their team effort is exceptional because they enjoy learning. They handle musical equipment carefully but confidently, and because their behaviour is so good, lessons are a pleasure to observe. They sing very tunefully, listening and applying any advice teachers offer to improve techniques. Those few pupils who are less confident in their ability, succeed well because friends and teachers work with them patiently offering encouragement to 'have a go'. Because pupils find music fun, they are keen to take part and try hard to follow what is being presented and are usually disappointed when lessons end.
117. Pupils in Year 2 listen to African music as part of their studies of a contrasting culture. Because teachers' planning is so meticulous, music, art and geography are linked together very effectively so that the pupils' experience the curriculum in a very cohesive format. For example, linked to their work on listening skills and hearing different levels of pitch accurately, teachers explain how the ear collects sound. This helps pupils understand how the work they do in science, on senses, links into hearing and listening accurately. Pupils also construct 'musical instruments' that have high or low sounds or which they have to shake or beat to make an effective noise. This very good practice ensures pupils learn well. A group of pupils are learning the violin, through the local peripatetic music service, which is of a high standard. Furthermore, the school has singing groups at regular events in the school calendar in which many pupils participate. Three pupils, from Year 2, confidently performed short piano pieces in an assembly during the inspection. Their 'audience' sat awed and appreciated their friends' success. This level of confidence in pupils at such a young age emanates from the high expectations placed upon them by teachers, parents and from the pupils themselves. Pupils recognise how well they perform because teachers offer praise but also effective guidance as to how to improve. Their listening skills are excellent, and because they are asked to talk about their thoughts and ideas, they learn well from each other.
118. Teaching and learning are very good overall. A strong feature of the teaching is the very secure subject knowledge that enables teachers to have high expectations of the pupils and so enhance learning. The subject co-ordinator is a skilled musician who has thoughtfully constructed a scheme of work, which supports the non-specialist musicians on the staff, to deliver very good quality lessons. Pupils' attitudes to the subject are excellent. It is an area of the curriculum where pupils of all abilities achieve well. In practical lessons, every pupil is given an instrument and this means no child feels left out or has the opportunity to 'take a back seat' in the activity. This sustained concentration ensures high standards. Excellent relationships between pupils and with the teachers encourage enjoyment and fun. Teachers and supporting adults work hard to make these lessons lively and entertaining as well as very effective.
119. Subject leadership is very good. The scheme of work promotes continuity and progression in skills and knowledge effectively. The co-ordinator is producing assessment guidelines, but because teachers know their pupils well, they already monitor progress well informally. Visits by performing groups, including pupils from the junior school show pupils what can be achieved through hard work. Resources are very good. The subject leader is aware that links to ICT need to be strengthened as the school builds up its ICT facility.

PHYSICAL EDUCATION

120. Standards at the end of Year 2 are above those expected for pupils of a similar age. This is better than the standards found during the previous inspection. The subject is managed well. The majority of pupils, including those with special educational needs, make satisfactory progress and learning is generally good. In all the lessons seen, pupils were enthusiastic and worked willingly at the challenges teachers presented.
121. Pupils enjoy physical education activities, are very well behaved and almost all have very good attitudes to their learning. For example in a dance lesson in Year 2, pupils explored ways of applying skills and actions in sequence and in combination. They used movement imaginatively, responding to a musical stimulus effectively. The pupils showed very good attitudes, were very active, sustained effort, worked hard and showed great enthusiasm. Pupils have a good awareness of space and use small and gross movements effectively to demonstrate control as they move to the music. By watching others and by working in pairs, pupils work out movements that link together effectively. All pupils work together well, and support and encourage each other as they consider how they might improve their skills. Teachers make time in lessons to talk about exercise and health. This reinforces effectively what pupils learn about in their PSHE lessons. Most pupils listen attentively, follow instructions carefully and have a clear understanding of safety issues. Their physical skills are generally good; they run and jump confidently. In the playground, when they have opportunity to move more quickly, bumps and accidents are rare. Because they become excited and the activities are fun, a few occasionally have to be reminded about what to do.
122. Teaching is good overall. Teachers start each lesson with a warm-up and bring sessions to a good conclusion with calming down techniques that help pupils relax. Teachers share the aims of the lesson well, make clear teaching points, give appropriate constructive praise and build in targets for improvement. Teachers' expectations are high for both good work and good behaviour and the majority responds well at all times. From an early age, pupils are encouraged to demonstrate and evaluate their performances, which is an effective way of improving their achievements. The teachers know their pupils well. Informal assessment of pupils' attainment and progress is consistently good across the school.
123. Whilst it was only possible to observe dance lessons during the inspection, planning, discussion and photographic evidence in the physical education portfolio shows that the school provides an appropriate curriculum covering the full range of requirements. The subject is managed well. However, as the co-ordinator is part-time, insufficient time is available to monitor teaching and learning in order to identify how the curriculum might be developed to raise standards to match those seen in other subjects. The school has sufficient and good quality resources, apparatus and equipment for physical education. Games' lessons take place on the playground. The school offers extra curricular activities in football and tennis.

RELIGIOUS EDUCATION

124. Standards in religious education for pupils currently in Year 2 are well above the level expected by the locally agreed syllabus for pupils at this age. Improvement has been very good when compared with the satisfactory levels of attainment observed during the previous inspection. Pupils now make very good progress throughout the school, particularly in learning from religion, to guide their daily lives. The subject plays a significant role in shaping pupils' moral and social development as well as contributing very effectively to their spiritual development. By looking at key aspects of other faiths, Hinduism, for example, pupils also develop a very good awareness of other cultures, and begin to understand and respect the values and beliefs of others. The school has few pupils who come from other faiths, but nevertheless good effort is made in ensuring pupils explore differences and respect these. The subject contributes well to pupils' overall personal development. Pupils with special educational needs are fully engaged in class discussions because adults and peers support them sensitively.

125. The overall teaching of religious education is very good throughout the school. This has a strong impact on both the progress pupils make and their very positive attitudes to religious education. Most teachers plan carefully, to extend both the pupils' knowledge and their understanding. Teachers do this through a range of methods that engage the pupils' interest. For example, following a visit to the local church, pupils in a lesson in Year 1 showed a clear insight into the purpose of many artefacts and their religious significance. One pupil noted that 'font' in ICT is spelt the same as 'font' in a church, but could clearly explain the difference between the two meanings. Very good use is made of resources and artefacts to help pupils learn new vocabulary and apply it correctly. Pupils in Year 1 know that people from other faiths pray, like Christians, to God, and that God is special for many people. Visits to local churches are effectively recorded in the photograph albums, and pupils recall work they did at the time about what a Vicar does and so on. They are also aware that harvest time is an important celebration because 'God makes everything grow'. Similarly, pupils talk about the Divali work they covered last term and why light is important, connecting this to the lighting of the candle during assemblies.
126. Analysis of pupils' work and, discussions with pupils in Year 2, support the fact that pupils make very good progress in their learning. Pupils develop a very good understanding that religions share some common features. The attention and respect with which most pupils listen to their teachers and to each other make a very positive contribution to their learning. 'Circle time' and discussions in religious education lessons give pupils very good opportunities to think about their feelings and views and they are gently encouraged to share these with others. The teachers' excellent relationships with pupils encourage them to talk about their views, for example, the hardship birds and other animals face in winter. They understand their role regarding helping to preserve life by, for example, putting food and water out for birds in winter.
127. As a result of sensitive teaching, pupils respect the religious beliefs and traditions of others. By the end of Year 2, pupils show a sound understanding of the richness and diversity of a faith other than Christianity. By looking at Christmas and Divali, for example, pupils understand that the two main features of many religions are that of caring for each other and giving gifts to show love for others. The school invites people from other faiths and cultures to speak to pupils in assemblies and lessons and is working at setting up visits to places of worship from the Hindu or Sikh faith. The high emphasis placed by the school to encourage respect for and understanding of other faiths has a very positive effect on pupils' awareness of others, and their role as citizens. They are encouraged to give to charity and share things when necessary.
128. Speaking and listening form an important part of religious education and the discussions that take place are good features of lessons. The use of written work is well developed in a wide variety of activities, and the quality of this is very good. For example, pupils re-tell, in very good detail popular stories that Jesus told, and also recount the story of Divali in graphic writing, being particularly struck by the colour images of 'Ravana' and 'Hanuman'. Pupils' written work, for example 'A special place or gift' and 'What makes me sad' indicates good levels of thought and sincerity.
129. The subject co-ordinator effectively ensures that planning is linked to national guidelines and the locally agreed syllabus. She is working hard to integrate the two documents into a format that will support teachers' in their planning. A very good range of high quality artefacts is used to stimulate discussion and reinforces learning well. Opportunities for assessment are being integrated into the new planning effectively.