

INSPECTION REPORT

**CORFIELD CHURCH of ENGLAND INFANT
SCHOOL**

Heanor

LEA area: Derbyshire

Unique reference number: 112826

Headteacher: Mrs J. Goodchild

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 7th-10th October 2002

Inspection number: 247275

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
School category:	Voluntary controlled
Age range of pupils:	4-7
Gender of pupils:	mixed
School address:	Thorpes Road Heanor Derbyshire
Postcode:	DE75 7GQ
Telephone number:	01773 712893
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs K. Wilde
Date of previous inspection:	03/07/2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16249	Mrs S. M. Barnes	Registered inspector	Foundation Stage, English, design and technology, music, religious education.	How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19361	Mr. K. Ross	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? attendance.
11704	Mr. P. Williman	Team inspector	Mathematics, science, information and communication technology, art, geography, history, physical education.	How good are the curricular and other opportunities offered to pupils? provision for pupils' personal, social, moral, spiritual and cultural development, assessment.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Corfield Infant School is situated near the centre of the small town of Heanor in Derbyshire. At present there are 104 boys and girls on roll, between the ages of four and seven, which is higher than at the time of the previous inspection when there were only eighty-eight pupils. Broadly average proportions of these pupils (17 per cent) are eligible for free school meals, which is more than at the time of the previous inspection when only five per cent were eligible. Virtually all of the boys and girls who attend the school speak English at home and are from a white ethnic background. Most of the children have had some form of pre school educational experience at a local play-group. Children's attainment on entry to the reception class varies slightly year by year and was judged to be average overall at the time of the previous inspection. Over the last few years, however, attainment on entry to the school has been getting lower and is now below average overall. Also some of the year groups are small, so care needs to be taken when interpreting data. The proportion of pupils with special educational needs is broadly average, as are the numbers of pupils with statements of their need. The range of needs of these pupils includes physical, behavioural and general learning difficulties.

Over the last few years the school has had some difficulties with recruiting and retaining staff and there have been nine new class teachers, some of whom were in supply capacity, in the previous twenty-four months. This turbulence has had an impact on development of co-ordinators' roles and in the implementation of school development generally. In addition, the governing body is not up to its full complement. Despite the school's best efforts to enlist interested parties, only nine of the twelve places are currently filled.

HOW GOOD THE SCHOOL IS

This is a generally effective school that is providing well for its pupils under difficult circumstances. Boys and girls of all levels of prior attainment make good progress overall in their learning and attain standards which are broadly average in all subjects except writing and art, by the time they leave at the end of Year 2. Levels of attendance are good and pupils have good attitudes to school and behave well. The leadership of the head teacher is good and has ensured that the school continues to move forward steadily towards its targets, despite a great deal of unavoidable staff change. An effective staff team has now been formed and the school is currently in a good position to move forward more rapidly. There has been a satisfactory level of improvement since the previous inspection. The school provides satisfactory value for money.

What the school does well

- The leadership of the head teacher is good and has resulted in the school continuing to make steady progress towards its targets, despite the difficult circumstances it has undergone.
- The quality of teaching is good overall throughout the school.
- Pupils' attitudes to school are good and they behave well because of the good systems the school has in place to promote and monitor good behaviour.
- The provision for pupils with special needs is good and, as a result, they make good progress towards their learning targets.
- The provision for pupils' moral and social development is good and they make good progress in these areas.
- Parents have positive views of the school and wholeheartedly support its work.

What could be improved

- Standards in writing and art are too low, mainly due to the inconsistent application of some aspects of the school's policy and scheme of work for the subjects.
- The provision for pupils' cultural development is unsatisfactory.
- The role of the curriculum co-ordinators, to monitor standards and ensure consistency in methodology and progression in line with school policies, is underdeveloped.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 2000, at which time it was judged to be providing an acceptable standard of education for its pupils. Key issues of that report were to:- continue to raise standards and improve the rate at which pupils progress, particularly in writing and information technology; to continue to improve the quality of teaching, particularly for the higher attaining pupils; to fulfil plans for the governors to make greater contribution to the strategic management of the school, and to develop the range of extra curricular activities.

Since that time the school has undergone a period of great change, in particular in many changes in the teaching staff. Improvements have been made in standards in information and communication technology, and staff are more confident in this area. The quality of teaching has improved and is now good overall, although there are still weaknesses in teachers' skills in some aspects of writing. Higher attaining pupils are suitably challenged. The provision of extra curricular activities has been developed and is now satisfactory. The governors continue to develop their contribution to the strategic management of the school. However, while much effort has been given to raising standards, particularly in English, standards in writing are still too low as it was not seen to be the most urgent priority. There has been a satisfactory level of improvement overall and the school is well placed to continue that improvement.

STANDARDS

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

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

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

As can be seen from the table above, there have been significant fluctuations between the standards attained in the national tests at the end of Year 2, both between individual year groups and also between attainments in different subjects. These fluctuations have been exacerbated by small numbers of pupils in each year group and significant changes in teaching staff over the last few years. Last year the school identified mathematics and reading as potential areas of weakness for pupils in that Year 2, based on analysis of their attainment on entry. Much extra support was given to pupils to remedy this, with beneficial effect. In the national tests for pupils in Year 2 in 2002, the results of pupils in the school were above average in reading, and average in mathematics. However, standards were well below average in writing. Currently, standards are average in reading, mathematics, science, and in line with expectations of pupils by the end of Year 2 in design and technology, information and communication technology, music, geography, history, religious education and physical education. Standards in writing are below average and in art and design pupils do not achieve the standard expected by the end of Year 2.

The attainment of children on entry to the reception class has been lower in the last few years than in the past and is now below average overall. Although there are variations between individual children and year by year, overall standards in personal and social development and in communication language and literacy skills in particular are below those normally attained by children of that age. The overall trend in school results in national tests at the end of Year 2, over time, indicates that pupils of all levels of prior attainment and from all groups make generally good gains in their learning and their achievements are good overall. The school sets targets which are linked to the prior attainment of each year group and which are suitably challenging for those pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. They enjoy their lessons and pay attention to their teachers.
Behaviour, in and out of classrooms	Behaviour is good. Pupils do what they are told and are considerate of each other. There is very little bullying and good procedures are in place to deal with it promptly should it occur. There have been no exclusions in recent years.
Personal development and relationships	The school has good systems in place which develop pupils' personal and social skills effectively. Pupils make good progress in this aspect and attain satisfactory standards by the time they leave school at the end of Year 2.
Attendance	Attendance is good overall and pupils are keen to come to school. However there are a significant number of parents who bring their children to school after the whistle for the start of the day.

TEACHING AND LEARNING

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

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

There has been a considerable change in teaching staff since the previous inspection two years ago. Since that time there have been nine teachers new to the school, some on supply basis. Three of the four full time class teachers have been appointed since the previous inspection. At the time of the current inspection some had only been in post a matter of weeks. Currently the quality of teaching is always at least satisfactory and it is good overall. Good teaching was observed in all classes. As a result, pupils of all levels of prior attainment are currently making good overall progress in lessons. Teachers' planning is good and lessons meet the needs of pupils of differing abilities effectively. Teachers make good use of a range of appropriate teaching methods. They use resources effectively and deploy support staff well. Assessment of how well pupils have achieved in each lesson is taken into careful consideration when planning for the next. Lessons are interesting and challenging and as a result pupils enjoy them and work hard. The teaching of pupils with special educational needs is good and these pupils make good progress towards their learning targets. The quality of teaching in mathematics and reading is good and pupils make good gains in their learning. However, in writing, there are inconsistencies in practice and expectation throughout the school and the school policy is not adhered to. This is due in the main to the differing teaching practices that the new teachers have come from and the lack of rigorous co-ordination. While literacy lessons are generally well managed, the messages pupils in different classes are given about how to develop their writing vary. As a result, pupils of all levels of prior attainment are not currently making the progress they should and standards in writing are too low.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is suitably broad, balanced and relevant to the needs of all pupils. There are suitable extra curricular opportunities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and they make good progress towards their targets as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for pupils' personal, moral and social development is good. The provision for their spiritual development is satisfactory. The provision for pupils' cultural development is unsatisfactory.

How well the school cares for its pupils	The procedures for ensuring pupils' welfare and monitoring and assessing their behaviour, attendance and personal development are good. Child protection procedures are satisfactory.
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The school values parents and their contribution highly and provides them with good quality information about their children's progress. Parents have high opinions of the school and its work and are very supportive. The quality of relationships between school and home are having a positive effect on the way pupils think about school and also on standards, particularly in reading.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the head teacher is good and is the main reason the school managed to continue to improve, despite the difficulties it has undergone in recruiting and retaining staff. Co-ordinators roles are not yet developed fully, as few of the teachers have been in post for any length of time. School administration is efficient.
How well the governors fulfil their responsibilities	The governors are caring and hardworking and fulfil their responsibilities appropriately, despite having only three quarters of their full complement. They are developing their contribution to the strategic management of the school well.
The school's evaluation of its performance	The school evaluates its performance well. Performance management is underway. The school has set suitable targets for development and there is a shared commitment to improvement and the capacity to succeed is currently good.
The strategic use of resources	Financial planning is good and supports educational priorities well. The principles of best value are effectively applied. There is a good match of teachers and support staff to the curriculum and they are deployed effectively. The accommodation is satisfactory overall. Resources are good and are used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents say their children like school and make good progress in their learning. Parents feel the school expects pupils to work hard and do their best. They get the right amount of work to do at home. Teaching is good. Parents feel comfortable approaching the school with questions or a problem. 	<ul style="list-style-type: none"> Some parents think the school does not provide an interesting range of activities outside lessons. A minority of parents feel the school is not well led and managed.

The inspection team agrees with parents' views that pupils enjoy school and make good overall progress. There is an expectation that all pupils will do their best and a suitable amount of homework is set, mainly in the form of reading. Teaching is good overall throughout the school. Parents' views of the school are positive. However, there is a suitable range of activities outside lessons. The leadership and management of the school is satisfactory overall and that of the head teacher is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry to the reception class has been lower in the last few years than in the past and is now below average overall. This is a change since the previous inspection, when standards on entry were judged to be average overall. Although there are variations between individual children and year by year, overall standards, particularly in personal and social development and in communication language and literacy skills are below those normally attained by children of that age. This is exemplified by the results of the school's baseline assessment of children on entry to school, which shows a decline in test scores. Currently children in the reception class are making good progress in their learning, due to good teaching, and standards are likely to be in line with those expected overall by the time they start in Year 1. Standards are unlikely to match expectations in personal and social development, creative skills and communication, language, and literacy.
2. There have been significant fluctuations between the standards attained in the national tests at the end of Year 2, both between individual year groups and also between attainments in different subjects. These fluctuations have been exacerbated by small numbers of pupils in each year group and significant changes in teaching staff over the last few years. A specific focus was placed, last year, on raising standards in reading and mathematics for pupils in Year 2 as a result of weaknesses in these areas of learning highlighted by their baseline assessments in reception. As a consequence, in the national tests for pupils in Year 2 in 2002, the results of pupils in the school was above average in reading, and average in mathematics. However it was well below average in writing. Currently standards are average in reading, mathematics and science. They are in line with expectations of pupils by the end of Year 2 in design and technology, information and communication technology, music, geography, history, religious education and physical education. Standards in writing are below average. In art and design pupils do not achieve the standard expected by the end of Year 2.
3. The overall trend in school results in national tests at the end of Year 2, over time, indicates that pupils of all levels of prior attainment and from all groups make generally good gains in their learning and their achievements are good overall. Currently progress in lessons is good. The school sets targets which are linked to the prior attainment of each year group and which are suitably challenging for those pupils. Pupils with special educational needs make good progress towards their individual targets, due to the good quality of the support they receive. There is no significant difference in the attainment of boys and girls.

Pupils' attitudes, values and personal development

4. Pupils' attitudes and behaviour are a strength of the school. The good standards in attitudes to both the school and to their work reported at the time of the last inspection have been maintained.
5. Children in the reception class settle to their new routines well and enjoy coming to school and taking part in the full range of activities planned for them. Pupils are polite, for example in answering the register and in talking to adults. They mostly remember to put up their hands to answer questions except when their enthusiasm gets the better of them. They respond well to the guidance and expectations of their teachers. Boys and girls in all classes pay good attention to their teachers in whole class sessions on the carpet and almost all concentrate well. When pupils are less than attentive, due the nature of their special needs, teachers respond appropriately to minimise disruption. Pupils move sensibly between activities within the class and settle quickly to their new tasks. They show particularly good self-control in moving around the school and into the playground.

6. Pupils' behaviour in class and in the playground is good. Occasionally a few older pupils in unsupervised situations find it difficult to maintain these standards. While the very youngest pupils are learning to socialise and to share, there is no evidence of any oppressive behaviour across the school. Pupils generally share equipment well when working in groups. They have care and respect for both school and each other's property. They are careful to follow class routines at the end of lessons, to store books and utensils or to tidy equipment away after physical education lessons.
7. Pupils enjoy good relationships with each other and especially with their teachers and other adults in the school, who set a very good example in their management of the class. They have established a very good team ethos, which provides a good role model. Pupils enjoy the successes of their peers and support them if they are having difficulty. When a pupil was unsettled in an assembly others did not make a fuss and this helped him to maintain his general relationship with classmates. Boys and girls play happily together and share toys and equipment well. They respond appropriately to the personal responsibilities they are asked to undertake. Their initiative is sometimes stifled by the structured management, which the nature of the building requires.
8. Attendance is above average and is a significant improvement on the previous year, due to effective monitoring. There is no unauthorised absence. This has a positive impact on pupils' learning and personal development. Most are punctual and registration is completed quickly and effectively before morning and afternoon lessons. However, a small number of pupils arrive late each morning thus missing the start of lessons.

HOW WELL ARE PUPILS TAUGHT?

9. Currently the quality of teaching is always at least satisfactory and overall it is good. Good teaching was observed in all classes. As a result, pupils of all levels of prior attainment are currently making good overall progress in lessons. At the time of the previous inspection, the quality of teaching and learning were judged to be at least satisfactory and good in one in three lessons. However, on occasion it was judged that insufficient challenge was provided for the highest attaining pupils. Since that time there has been considerable change of teaching staff. Over the last two years there have been nine teachers new to the school, some on supply basis. Three of the four current full time class teachers have been appointed since the previous inspection. At the time of this inspection some had only been in post a matter of weeks. Despite this, relationships amongst staff are good. There is a mutually supportive atmosphere and morale is high. Teachers are starting to develop effectively as a team.
10. Teachers' planning is good and lessons meet the needs of pupils of differing abilities, including higher attaining pupils effectively, which is an improvement since the previous inspection. Teachers make good use of a range of appropriate teaching methods to ensure that all pupils have the opportunity to get the best from their lessons. They use resources effectively, such as the interactive white board and deploy support staff well to extend teaching opportunities and develop pupils' vocabulary.
11. Assessment of how well pupils have achieved in each lesson is taken into careful consideration when planning for the next. Teachers are also prepared to adjust their planning to recognise the progress of pupils. This was demonstrated during the inspection when the adjustments made benefited pupils' learning effectively. Lessons are interesting and challenging and as a result pupils enjoy them and work hard. This was particularly the case in a very good mathematics lesson for pupils in Year 1 on the value of digits in two digit numbers. The teacher made good use of the start of the lesson to recap what pupils already knew. She used number cards effectively to make sure each pupil was given the opportunity to answer for themselves. The explanation of the task was clear and the teacher used a variety of different terms to make sure that all of the pupils

- knew exactly what they had to do. When it was apparent that all of the pupils understood the work she quickened the pace still further so that little time was wasted and the boys and girls all had equal success and opportunity to participate. The teaching of reading skills is good. Teachers use group-reading sessions in literacy lessons effectively to develop pupils' reading skills. Lessons build gradually on skills pupils have already learnt and, as a result, pupils make good progress in learning to read. Parents are supportive of this at home, and teachers and parents work together well in developing pupils' confidence and enjoyment.
12. The teaching of pupils with special educational needs is good and these pupils make good progress towards their learning targets, due to the carefully planned lessons. The quality of teaching in mathematics and reading is good and pupils make good gains in their learning throughout the school. However, in writing, there are inconsistencies in practice and expectation throughout the school and the school policy is not rigorously adhered to. This is due in the main to the differing practices of teachers new to the school. While literacy lessons are generally well managed, the messages pupils in different classes are given about how to develop their writing vary. For example, teachers do not ensure that pupils hold their pencils in a comfortable and effective grip and form their letters correctly. The teaching of phonic skills is not always as accurate as it should be. Too little emphasis has been placed on helping pupils to develop writing in extended sentences. As a result, pupils of all levels of prior attainment are not currently making the progress they should in writing and standards are too low. Teaching of information and communication technology is improving due to the teachers' commitment to developing their own knowledge and skills.

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

13. The school provides a satisfactory curriculum which has breadth and balance and is relevant to the pupils it serves. This is similar to the judgements of the previous report. The requirements of the national curriculum and the Locally Agreed syllabus are effectively met. The national strategies for numeracy and literacy have been effectively put in place and serve to improve the quality of education. These judgements are similar to those of the previous inspection. There are some unsatisfactory elements of the planned curriculum, which need to be addressed however. In art, for example, there is insufficient provision for pupils to learn about the work of artists and the art of other cultures and traditions. These omissions narrow opportunities for cultural learning and spiritual experience.
14. Beyond the implementation of the numeracy and literacy strategies, the school has policies for all subjects. Nationally recommended guidelines have been adopted as the basis for the schemes of work for the wider national curriculum. These guidelines underpin the work of the school well overall, but in some subjects, such as history, geography, art, music and physical education, there is currently no co-ordinator to support their implementation and to monitor the progression and consistency of teaching. The school is aware of this issue and has specific plans to address the matter after recently appointed teachers settle in to their responsibilities. Equally the school has appropriately recognised the need to formulate a two-year teaching programme in subjects other than English, mathematics and science to help teachers' planning for classes with pupils of mixed age groups.
15. There are clear overall plans, which give a quick perspective to the whole curriculum for a year group. Time is allocated appropriately and is within the national guidelines for the length of a teaching week. The curriculum has not always been planned sufficiently to match the different abilities and pupils of all abilities have on occasion been offered the same work, which inhibited the progress of more able pupils. However, the provision of "booster groups" to intensify the curriculum for these pupils has been beneficial.

16. Provision for personal, social and health education is satisfactory. Policies for sex education and health education including drugs awareness education are appropriately implemented. "Circle time" has been sensitively introduced and encourages pupils' confidence to share both their views and any issues that may affect them. Although not extensive in number, each class has some practices that enable pupils to learn to take responsibility for tasks. Pupils enjoy this and are encouraged to do their best. The "Buddy" system recently introduced to the playground enables older pupils to support younger children well.
17. The school provides equal opportunities for pupils to access the curriculum. The good progress made by pupils with disability and special educational needs pays tribute to this provision. Boys and girls are equally well challenged and results in national tests confirm that there are no significant differences in achievement.
18. The previous report highlighted the limited provision for extra-curricular activity. The school has consulted appropriately on what would be popular for pupils. What it provides is within the range offered by most schools with pupils of a similar age. A board-games club has been tried and a sports club runs regularly through the year and is well subscribed. The school has invested in seats, trees and planters to encourage pupils to take an interest in their environment. The local historical society visits to interest pupils in local historical artefacts. However, beyond visits to the church and visits to school by the local clergy, pupils do not have a wide experience of the world of music, theatre or drama integrated into their work. A Christmas theatre visit does make some address to the issue but there is no consistent planning to give a wide range of experiences.
19. The school has satisfactory links with partner institutions and the community to support pupils learning. There are strong links with the church and a weekly rota for local clergy to visit the school. The school also enjoys good links with the Heanor playgroup. Through links with other Heanor primary schools the school has benefited from a programme of staff training sessions.
20. The provision for pupils' spiritual, moral, social and cultural welfare is satisfactory overall, although there are variations in the quality of provision. This is a similar judgement to that of the previous inspection, although a judgement on each aspect was not clearly stated in the report.
21. The provision for spiritual development is satisfactory. Assemblies provide good opportunities for pupils to see the world through the eyes of others and to share emotions, through Bible stories and personal reflection. Teachers often tell these stories directly without the use of a book and this strengthens the impact of the occasion and commands pupils' attention. In class, teachers engage pupils through questions and give time for pupils to consider their answers. For example, in lessons on the Crimea War they explored their own thoughts on the quality of nursing care. Some lessons consider other faiths. Pupils also have a chance to sit back and observe at playtimes by using the seats and planters recently introduced to the playground. However, there are missed opportunities for pupils to share their own successes, and those of others, across the curriculum, particularly in art and in music. While opportunities for investigation and to query "how?" and "why?" are strong in, for example, science but this is not consistent in all subjects.
22. Provision for moral development is good. The religious foundation of the school is not obtrusive but underpins work within the school. The school has a clear moral code for behaviour, which is promoted by display through the school and by teachers in lessons and in assemblies. The code is strongly linked to positive rewards for good behaviour such as stickers and the opportunity to choose an activity in "Golden Hour". All of this is valued by the pupils and supports their good behaviour, in classes, in the playground and at lunchtime. Equally pupils grow in their respect for each other and try not to spoil other's enjoyment. While in reception children are protective of their space, pupils in Year 1 ride on scooters and bikes enjoying the pace and mobility and are careful to share the space with others. Teachers set a good example by the manner in which they convey clear expectations, by giving pupils reminders and insisting that class practices are followed. Teachers make good use of circle time to give pupils regular opportunities to share thoughts and explore values in behaviour.

23. The provision for social development is good. The aims of the school are represented effectively in their activities. The “Golden Rules” have been developed with pupil involvement and ownership. While not all their ideas have been included, scrutiny of their books demonstrates common themes of caring, order and fairness. Teachers further promote social awareness. In a “Circle time” (discussion) lesson all pupils were included and given the opportunity to feel a part and to contribute in the way in which they felt comfortable. They were encouraged to support each other or to ask a friend for help. This sense of community is taken into the playground where “Buddies”, who proudly wear red hats, take some responsibility and are available to support and befriend other pupils. Awareness of the environment has been strongly promoted by the planting of trees and improvements to playground seating. Good procedures are in place for movement about the school. This is especially necessary to ensure safe conduct around a building with little space and the need to pass through some classes to access other parts of the building.
24. The limited opportunities for cultural development are a weakness of the provision. Pupils have insufficient experience of artists and of other cultures and traditions, particularly because of the inadequacy of the art curriculum. They do not observe artist and crafts peoples’ styles to add to their own ideas. The breadth of musical experience is also limited. While pupils participate in making music they have few opportunities to appreciate a range of styles and performance and to share their views of them. The introduction in the geography curriculum of a study to compare life in a Mexican community with pupils’ own experiences is very appropriate but this thread is not carried across the wider curriculum. Pupils’ learning about the traditions of their own locality is limited to incidental discussion but they do appreciate their visits to the church and to undertake, for example, traffic surveys. Their experience of a multi-cultural world is limited to the characters in some reading books and literature and studies of another faith in religious education. This is a significant weakness in a school, which has no ethnic minority communities in its make-up.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. Taken overall, this aspect of the school’s provision is satisfactory. The previous inspection did not contain an explicit statement on this aspect. All staff show care and concern for the welfare and safety of pupils and relationships are good. Parents feel this is an open, friendly and caring school and are appreciative of the care and support provided. The school succeeds with its aim to provide a secure and happy environment for all pupils. Formal procedures for child protection are satisfactory. There is suitable liaison with other responsible agencies that ensures that additional help is available when needed. However, not all staff have received training in child protection procedures and awareness of signs of children at risk.
26. There are appropriate procedures to identify and control health and safety risks and to ensure that the premises, equipment and working practices are safe. However, procedures to report health and safety concerns and record any remedial action taken need to be formalised. First aid procedures are implemented effectively and there are sufficient staff trained in first aid. All staff have received training for pupils with medical and behavioural needs from specialist staff. Good procedures for recording accidents and informing parents where necessary are in place.
27. The schools procedures for monitoring and improving attendance are good and this is reflected in the above average levels of attendance. Administration arrangements are very efficient and unexplained absences are investigated efficiently. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. Pupils have contributed to the formation of the “Corfield promise” and playground rules. This effectively encourages a sense of ownership by the pupils and they keep these rules well.
28. The arrangements to monitor and promote pupils personal development are satisfactory, overall. There are no formal written records by which pupils personal development is monitored as they

move through school, although a detailed overview of each pupil is written for the annual progress report to parents. The arrangements to support pupils' on entry to the school and to smooth their transition to Junior school are good.

29. The school continues to maintain the good quality of assessment procedures in English and mathematics reported at the time of the previous inspection in English and mathematics. Pupils' progress is monitored well in these subjects from the initial "Baseline assessment" on entry, through regular assessment each half term. The school uses commercial assessments effectively at the end of each year and reviews the results of statutory national standard tests at the end of Year 2 to improve standards further. Ongoing analysis is used well when planning teaching and in setting target attainment levels for pupils. For example, the mathematics co-ordinator provides an in depth review of the work of each ability group and sets both a forecast and a target for each pupil, to advise the next teacher. The head teacher uses her analysis of the baseline to direct the focus of her teaching work to boost standards. This has been very effective in the last year in raising standards in reading and mathematics for some pupils, although the assessment failed to identify underlying issues in writing. Suitable files of samples of work to assist moderation of writing standards have been set up but have yet to have an impact in raising writing and handwriting standards. The head teacher undertakes a thorough analysis of statutory national tests to identify both trends and differences in the progress of specific groups of pupils. She monitors teacher assessment and takes appropriate action if there are inexplicable variations when compared to statutory assessment.
30. Monitoring and assessment in science is not extensive but is enough to inform teachers about pupils' knowledge and understanding. Assessment in other areas of the curriculum is not sufficiently systematic beyond the appropriate evaluations of progress made in annual reports to parents. Although the progress anticipated in the previous report has not been realised the school is aware of the issue in its development plan. Individual co-ordinators have useful model schemes prepared but not all are introduced as yet. For example, the information and communication technology co-ordinator has prepared a skills progression check-list ready for consultation. However, the absence of a co-ordinator in a number of subjects prevents the overall process of subject development from progressing.
31. Assessment procedures for pupils with special educational needs are good, used effectively and follow the new Code of Practice. This contributes to the good progress these pupils make. Records are suitably detailed and reviews appropriately undertaken. Individual education plans have clear objectives, which in turn are broken down into manageable targets. Parents and outside agencies are appropriately involved in making contributions to judgements. Teachers and teaching assistants integrate the education plans into their work well and in turn annotate pupils' records as they progress.
32. Teachers know their pupils well. They make good contacts with parents to keep informed about pupils' general welfare and this supports effective teaching. Teachers mark pupils' work on a regular basis. Marking gives pupils encouragement but also identifies clearly what has improved or could improve. Teachers are beginning to focus pupils' attention on understanding their own learning by the use of clearly stated learning objectives in English exercise books. The positive relationships, which these processes create, promotes pupils' engagement in, and commitment to learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The supportive and positive views of parents about the school are reflected in the summary of the parents' questionnaires and the comments of parents who expressed opinions during the inspection. They say they are always made to feel welcome in school and express the view that

any concern they raise is dealt with quickly and competently. The previous report did not make an explicit comment on this aspect of the school.

34. Appropriate steps are taken by the school to evaluate its effectiveness in working with parents. The school has an “open door” policy and encourages parents to voice any concerns. A questionnaire was sent out in the Summer Term to find parents views on such matters as children’s progress, how well they are kept informed and what might the school do better. The school reports a disappointing response to this return. However, as a result of the answers it received, the school intends improving the curriculum information it sends to parents.
35. The school provides parents with good information overall about the work of their children. Earlier this year two evenings were held, when parents were given an opportunity to find out about the National end of year tests their children would be taking in Year 2. A library of previous exam papers was also available. The school reports a small response to these initiatives. Regular correspondence keeps parents well informed of forthcoming events, school issues and items celebrating success.
36. The school provides parents with an appropriate number of opportunities to discuss children’s progress, which include annual written reports. Individual literacy and numeracy targets are shared with parents at consultation evenings. This information is particularly useful to parents since it enables them to support their children’s learning in a practical way.
37. The governors’ annual report contains useful information about the work of the school and the governing body. However, there are several omissions from this important document. For example, it does not mention the support provided by outside agencies, how the special educational needs budget is spent and the level of success of its special needs policy. The prospectus provides parents with a practical insight into many aspects of the schools work and is illustrated well with examples of children’s work.
38. Pupils’ annual reports to parents are of good quality and meet statutory requirements. The reports are personal to the individual pupils and clearly state pupils’ strengths and show targets for improvement. A section showing an overview of pupils’ personal development is particularly helpful to parents.
39. A few parents support learning, for example, by assisting in classrooms and helping in the school library. A small but significant number of parents record comments in children’s reading books. The school also has a small but active Parent-Friends Association whose work adds a further dimension to the work of the school. Monies raised make a valuable contribution to school resources. Recent purchases include a television and video for the new classroom, benches and Year 2 leaver’s presents. This support is much appreciated by the school and increases pupils learning opportunities. The school has a positive approach to engaging with parents in supporting their children’s learning, and in looking to involve parents further.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The leadership of the school is satisfactory overall and that of the head teacher is good. The previous inspection judged that she managed the school well and provided effective leadership and this continues to be the case. Under her consistent, optimistic leadership the school has continued to make steady progress in spite of considerable disruption. Due to her clear-sighted focus on the priorities for improvement it has maintained a steady forward course. School administration is efficient and day-to-day organisation is good. Parents and other visitors are assured of a friendly welcome and, as a consequence, many minor potential disruptions are effectively resolved before they impinge on the smooth running of the school day.

41. In the last two years there have been significant changes in teaching staff and three of the four classes, are now taught by teachers who were appointed since the previous inspection. Areas of curriculum responsibility have altered many times, due to staff mobility, and priority sensibly has been placed on maintaining steady leadership for the core subjects of English, mathematics and science. Consequently, there has been little recent development in non-core areas and some, such as design and technology, currently have no designated co-ordinator. The co-ordinators who are in post have had no time, as yet, to monitor teaching and learning and standards in their subjects. This is an area for development as in some subjects co-ordinators do not know what is happening in other classes. For example, in English there are differences in teachers' practice throughout the school, and these minor inconsistencies have an inhibiting effect on the progress pupils make in such things as learning to form their letters correctly. The current generous staffing level has placed the school in a better position to develop co-ordinators' roles and to monitor teaching and learning throughout the school. The school development plan has highlighted music and art as two areas for review and development initially. Co-ordinators have been appointed and work planned for the forthcoming year.
42. The head teacher monitors teaching and learning in all classes and performance management is effectively established within the school. However, there has not been opportunity as yet for many co-ordinators to monitor their subjects.
43. The leadership and management of the governing body is satisfactory overall. The previous report highlighted, as a key issue, the development of the role of the governing body to fulfil plans for their contribution to the strategic management of the school. As a result, governors have undergone training and are starting to evaluate the school's developments more critically. However, the work-load they have is greater than it should be, as the school has experienced difficulties in recruiting new governors in the last few years, and there are currently still three vacancies which the school has not managed to fill. Nearly all of the statutory requirements are met, the exception being some minor omissions in the governors' report to parents.
44. The management of special educational needs is effective. Paperwork is managed well and all adults who work with pupils with special needs have a good knowledge and understanding of their particular needs and their individual education plans. The school has moved quickly to comply with the recommendations of the new Code of Practice for special needs. Assessments of pupils are on-going and parents are suitably involved. As a result these pupils make good progress towards their learning targets.
45. There is overall adequacy of accommodation and facilities place no significant limitations on the teaching of the curriculum. However, there are many problems, for example, pupils and visitors have to pass through some classrooms to get to others, which has the potential for disrupting lessons. Also there is no school hall or separate dining facilities. The available space is managed to the best advantage. The governing body has made improvements to internal aspects of the building by arranging for suspended ceilings to be fitted. They have also replaced many window frames, improved security and implemented changes to improve the learning environment. However, some of the contracts for upkeep of the accommodation and grounds have shortcomings, for example the irregular cutting of grass on the school field, inhibits the fullest use being made of it to benefit pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the head teacher and governors should:-

- (1) Raise standards in writing and art by:-
 - i) reviewing policies and schemes of work for these subjects,

- ii) developing teachers' knowledge and understanding of specific skills in writing and in art, such as letter formation, phonic skills, use of different media and their knowledge of whole school style,
 - iii) ensuring that all classes follow these schemes consistently and with appropriate regularity.
(Paragraph Nos. 2, 12, 13, 24, 55, 58, 59, 60, 62, 74, 75, 76, 77, 78)
- (2) Improve the provision for pupils' cultural development by ensuring that all pupils have ample opportunities to learn of art, dance and music from a range of styles and cultures.
(Paragraph Nos. 24, 76, 96)
- (3) Develop the role of the curriculum co-ordinators to ensure they are aware of standards throughout the school and ensure consistency in methodology and progression in line with school policies, by:-
 - i) Monitoring teaching and learning in all classes,
 - ii) Scrutinising teachers' planning and evaluations,
 - iii) Evaluating and monitoring pupils' work, skills and understanding as they progress through the school,
 - iv) Developing whole school schemes and policies that reflect the current school stance on the teaching of each area by informing and advising colleagues and any new staff of developments in their subject.
(Paragraph Nos. 41, 42, 62, 73, 78, 82, 86, 87, 94, 95, 101, 102)

The governors may feel the following minor issues may be considered

The contract for maintenance of grass on the field does not allow for its full and efficient use at all times.

(Paragraph Nos. 45, 101)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	13	9	0	0	0
Percentage	0	4	57	39	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR-Y2
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils known to be eligible for free school meals	18

Special educational needs

	YR-Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	20

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	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	8.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	13	10
	Girls	9	9	9
	Total	18	22	19
Percentage of pupils at NC level 2 or above	School	75 (90)	92 (84)	79 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	9	9	9
	Total	22	21	22
Percentage of pupils at NC level 2 or above	School	92 (90)	88 (94)	92 (97)
	National	85 (84)	89 (88)	89 (88)

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	104	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	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	0	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**Financial information****Qualified teachers and classes: YR-Y2**

Total number of qualified teachers (FTE)	5.0
Number of pupils per qualified teacher	20.8
Average class size	26

Education support staff: YR-Y2

Total number of education support staff	2
Total aggregate hours worked per week	37

FTE means full-time equivalent.

Financial year	2001
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	£
Total income	221482
Total expenditure	205202
Expenditure per pupil	2073

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	53	42	0	0	5
Behaviour in the school is good.	47	42	5	0	5
My child gets the right amount of work to do at home.	32	63	0	0	5
The teaching is good.	63	32	0	0	5
I am kept well informed about how my child is getting on.	37	53	5	0	5
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	58	26	0	0	16
The school works closely with parents.	37	58	5	0	0
The school is well led and managed.	53	26	16	5	0
The school is helping my child become mature and responsible.	53	37	5	0	5
The school provides an interesting range of activities outside lessons.	16	47	26	5	5

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

46. Children start in the reception class in either September or January, depending on when they have their birthday. Those children with birthdays later in the year join the class in January. Most of the children have had some experience of local play-groups before they start school. At the time of inspection the children had been in school for several weeks and were settled into their new routines well.
47. At the time of the previous inspection attainment on entry to the school was judged to be average overall, although children's skills in personal and social development were judged to be below the level expected for their age. There is some variation year on year, due to the relatively small size of each year group but overall attainment on entry to school is currently lower than it was and is below average. This is most particularly the case in the areas of personal and social development and communication, language and literacy. This decline has been reflected in the baseline assessments of each year group. Assessment procedures in the reception class are good and they are used well. Work is marked and annotated effectively so that teachers and support staff have a clear picture of the progress made by each child and can monitor it effectively. This is especially the case for children with special educational needs who are identified and supported well from the start of their school career.
48. The reception teacher is new to the school. The reception class is housed in a newly built classroom, which is open and bright. The quality of teaching in reception is good overall and good use is made of well-qualified and experienced support staff. The children are provided with a good range of well-planned opportunities to develop their skills in all six areas of the foundation curriculum for young children. As a result, they are making good progress in their learning and by the end of the reception year are likely to attain the early learning goals in mathematics, knowledge and understanding of the world, and physical development and in early reading skills. In personal and social development, creative skills and communication language and literacy they are likely to be close to attaining the expected standards.

Personal, social and emotional development

49. The teaching of aspects of personal and social development is good. There is appropriate provision for the development of children's social and personal skills and, as a consequence, they make good progress in this area of their learning. They learn to comply with the regular routines of the reception class and their behaviour is generally good due to the high expectations of the teacher and teaching assistant and the effective, well-established, daily routines. Children are starting to develop an appropriate awareness of what is acceptable behaviour in the classroom and the playground and what is right and wrong, although some still find it difficult to share toys and puzzles they find particularly attractive. A few are fierce in support of particular friends and challenge others who want to join in "This is mine and his and we don't want you to play!" The teacher and support assistant manage these moments effectively so that lessons progress smoothly overall. Children generally work and play happily alongside each other and maintain concentration for appropriate lengths of time. They are polite and respectful to adults and to each other and have generally positive attitudes to their learning. When sticking materials to card as part of a sorting activity some children become very anxious when they get glue on their hands and are keen to wash it off straight away. Others are more relaxed in the situation and one child put their fingers into the glue put to see what it felt like. Children develop a suitable sense of responsibility through, for example, collecting aprons and trying to put them on, for art-work and other small tasks, with varying degrees of success. They learn to express their feelings in appropriate ways and initiate friendships with others.

Communication, language and literacy

50. Progress in communication, language and literacy is good overall. The teacher has a suitable knowledge and understanding of the teaching of reading and writing and the development of language of young children. Lessons are planned appropriately, taking due consideration of literacy strategy guidelines. As a result of the good teaching, the children make steady progress in the acquisition of skills of literacy and language. Some children are confident to take an active part in class discussions and speak enthusiastically and with varying levels of clarity. For example one child exclaimed when gluing materials onto his picture “Hey, this is sticky!” Others are not so confident and are happy, as yet, just to sit and listen to discussions. Some have immature speech but make their needs known. There is an appropriate emphasis on the learning about the letters of the alphabet and the development of phonic skills and this has a positive effect on the progress children make in learning to read. The teacher and the teaching assistant make good use of opportunities to extend and develop language in other lessons, such as in developing children’s mathematical vocabulary. The children make suitable progress in learning to handle books and to form letters. Standards of work are still likely to be below average overall by the time they start in Year 1.

Mathematical development

51. The teaching of mathematics is good and leads to the children making steady progress in developing mathematical awareness. The teacher and the teaching assistant provide a suitably wide range of opportunities for the children to use number and mathematical vocabulary in an interesting way throughout the day. For example, during the week of inspection the focus was on shape and the children had opportunities to play shape games in the playground and to build with shape programs on the computer as well as working with blocks and bricks in the sand and at work tables. These regular enjoyable opportunities lead to the children developing confidence in their number work. Children learn mathematical language such as circle, square, bigger and smaller. They talk about the properties of different shapes and are beginning to use mathematical language to describe position and size. They join in with a suitable range of number and counting rhymes and some children count objects to ten and are beginning to recognise the written numbers. When building with blocks some children count as they move them “One, two, three, four”. Standards are likely to be broadly in line with those expected, by the time they start in Year 1.

Knowledge and understanding of the world

52. The teaching of knowledge and understanding of the world is good and, as a consequence, the children make good progress in this area of their learning. They are given a wide variety of interesting experiences, which enable them to learn about the world in which they live. Knowledge of materials and their properties is suitably developed through the class topic. The children talk enthusiastically about the similarities and differences in appearance and texture, starting to use terms such as shiny, smooth, rough, dull and hard, although some children are still unsure which items are rough and which smooth. This work also has a positive effect on the development of their vocabulary. They show a positive approach to their learning experiences. They are given suitable opportunities to use information technology and this is appropriately used to support their learning in numeracy and literacy. They use the computer with enjoyment and increasing confidence, for example they use the computer mouse carefully to control and select options in simple matching games, such as dressing a teddy. They play in sand and with dough, examining materials and finding out more about them. They learn how to use a range of simple tools safely and are likely to attain standards expected of young children by the time they start in Year 1.

Physical development

53. The teaching of this aspect of children's development is good overall. The children are given a good variety of suitable opportunities and make good progress in the development of their physical skills. They handle construction toys and small tools with appropriate levels of dexterity and are learning to use crayons and pencils with developing skill when writing and drawing, although many hold their pencils and crayons in an awkward manner. The teacher makes sure that special pencils are available to encourage the development of an easy grip. Children make generally satisfactory progress in learning to write some letters and their names legibly. When using small tools such as scissors they demonstrate increasing control and appropriate attention to safety. There are good, regular opportunities for structured, outdoor, imaginative and co-operative play in the designated small play area and the playground. Children are gaining confidence and skill in co-ordination and balance riding the newly acquired scooters and tricycles and standards are likely to be in line with those expected, by the time they enter Year 1.

Creative development

54. The teaching of creative areas of development is satisfactory and as a result children make satisfactory progress in the development of their creative skills. They are given suitable opportunities to learn a variety of techniques such as moulding, painting and printing. They use a suitable range of materials and equipment to express themselves. When playing on the carpet they use one object to represent another as they play, imagining that a building block is a spaceship, for example and using it as a resource to support their play. They use paint, pencils, crayons, fabric and glue to make pictures and collages linked to their work in other subjects. They have suitable opportunities to participate in imaginative role-play in the sand and with small toys to develop appropriate skills in imagination and communication. They learn a range of rhymes and songs, which they sing with enjoyment. Standards in creative areas are likely to be slightly below those expected by the time the children start in Year 1.

ENGLISH

55. At the time of the previous inspection, attainment in writing was judged to be generally average at the end of Year 2. Results in the end of Key Stage 1 tests in that year confirm that standards were average in comparison with schools nationally. Standards in reading were judged to be well above average and this was also reflected in the end of year tests. However, there has been a steady decline in standards attained when children join the school in reception and this, combined with a great deal of change of teaching staff and differences in teaching practice has resulted in a decline in standards attained at the end of Year 2, since the previous inspection. The school has rightly concentrated heavily on improving attainment in the core subjects, with the greatest stress last year being on securing improvement in reading and mathematics. Analyses of initial assessments indicated these were the greatest areas of weakness for those pupils. The positive effects of work with last years' Year 2 pupils by the head teacher, in addition to the daily literacy hour is evident in the results of the end of Key Stage 1 tests in 2002. Despite below average standards of that cohort on entry to the school, standards attained in reading tests were above the national average. However, results of tests in writing, which had been perceived by the school to be an area of relative strength for that year group, were very low both when compared to results nationally and also when compared with similar schools. Currently standards in reading are broadly average and standards in writing are below those expected by the end of Year 2.
56. At the end of Year 2, overall standards of speaking and listening are just below the standards expected nationally. Although most pupils are able to listen attentively, respond appropriately and are able to recall and describe in simple detail their experiences and explain what they are doing, a significant minority of pupils lack confidence in speaking. Most understand the importance of taking turns to make spoken contributions. However, a small minority of pupils, have to be continually reminded to follow the normal conventions of conversation by waiting their turn to speak and keeping to the point of the subject under discussion. However, pupils make generally

good progress and standards of speaking and listening are close to standards expected nationally. This is largely due to them being encouraged to listen very carefully and discuss their own ideas and listen to others.

57. In reading, although a majority of pupils are on-line to achieve satisfactory levels of attainment by the end of Year 2, a smaller than average number of pupils are attaining above expectations. However, most pupils make good progress over time from a low level of attainment on entry to the school. Pupils read a variety of texts appropriate for their age and ability and most show a developing enthusiasm for books. However, a significant minority have a limited knowledge of children's literature and authors and cannot express any preferences in reading. Pupils' enjoyment of reading, is being encouraged successfully by the daily Literacy Hour "Big Book" whole-class reading activities and by reading at home. Parents are very supportive of reading and many pop into school at the end of the day to select a book to share with their child. As they progress through school the majority of pupils acquire an appropriate range of strategies and skills to enable them to tackle new words and understand text. Teachers ensure that skills, such as using picture clues and clues from the rest of the text are effectively taught and pupils use them well, as a consequence.
58. Overall attainment in writing is below that expected nationally at the end of Year 2. Although the majority of pupils are on-line to attain standards equivalent to those expected nationally in writing, a very small proportion are likely to attain standards above those expected for their age. The standards of writing of a significant proportion of pupils are below average, although pupils make satisfactory progress over time. Most pupils make a good start in writing in the reception class, learning the letter shapes and sounds, learning to form their letters, initially guided by their teacher's handwriting and gradually beginning to make their own independent efforts. By the end of Year 2, most pupils can write a sequence of simple sentences, but some still want considerable teacher-support. Teachers have started to encourage pupils to "have a go" with their writing and this is starting to have a positive effect. Although the writing of a minority of higher attaining pupils by the end of the key stage demonstrates an understanding of the use of capital letters and full stops, the writing of a significant minority of pupils shows poor letter formation and an incomplete understanding of sentence structure. The writing displays a limited range of vocabulary and an inability to sound words out accurately to spell short words correctly. Teachers are currently making an appropriate focus on developing the use of interesting adjectives in pupils' writing. Standards of spelling vary considerably. The standards of spelling in the written work of a significant minority of pupils, remains below expectations for their age.
59. Standards of handwriting are generally unsatisfactory and too few pupils develop a clear, regular handwriting style or develop a good cursive style either in their handwriting books or their daily work. Large numbers of pupils hold pencils in an awkward manner and this prevents them from making suitable progress in learning to write better. Many do not form their letters correctly and writing is laborious and irregular in shape. Teachers do not pay sufficient attention to the development of good pencil control and clear neat handwriting. They do not teach letter formation in one whole school style and as a consequence, even the oldest pupils do not write with sufficiently regular style. Pupils with special educational needs make satisfactory progress in English due to well-focussed support and well-targeted group activities in literacy lessons.
60. Teachers have adopted the national literacy strategy wholeheartedly and enthusiastically and literacy lessons are well planned and organised in detail, with resources readily available for pupils to use. Teachers use questioning techniques well to consolidate and direct pupils' learning effectively and plan appropriate work for pupils of different levels of ability. Marking of pupils' work is up-to-date and offers pupils positive encouragement to improve their work, although there are some inaccuracies at times. Teaching is satisfactory overall and as a result pupils' progress is satisfactory. Teachers are currently paying good attention to developing punctuation skills and encouraging pupils to use interesting and more complex sentences in their writing, but there has been insufficient regular emphasis on developing these aspects of writing in the past.

61. Pupils' behaviour and attitudes to their English lessons are generally good. As a result, in most lessons seen, pupils enjoy their work and most are eager to learn. They respond enthusiastically to their teachers, contribute constructively to lessons and answer questions willingly and appropriately. The school library of books is a valuable, well-utilised resource. Appropriate use is made to link the teaching of English with other subjects, for example pupils write effectively about their work in science.

62. The co-ordinator has only been recently appointed to her post and, as yet, has not had opportunity to monitor teaching and learning, or standards throughout the school. She is aware that there is some variation in practice in the teaching of some aspects of the subject throughout the school and has plans to review schemes and policies with the whole staff.

MATHEMATICS

63. The results of the 2002 national assessments in mathematics and the scrutiny of pupils' work indicate that standards are broadly in line with national expectations by the end of Year 2. This standard is lower than that reported at the time of the previous inspection when standards were judged to be well above average. Attainment in that year was exceptional to the trend. Analysis of the nationally standardised baseline assessments indicates that the average scores of the school's intake, year on year, have declined significantly over a four year period. The span of attainment is generally within the average to below average range. The recognition of the impact of considerable staff changes and the identification of a need for a boost for mathematics last year, in light of the year groups' low baseline scores, has resulted in a slightly improving trend in attainment. Although there is evidence of some underachievement in the past, the quality of current good teaching is beginning to have an impact on pupils' achievement. This impact is notably successful for pupils with special educational needs and for pupils with a disability who are fully included in the work of classes.
64. In numeracy lessons, pupils respond well. In Year 1, pupils recognise the significance of each digit in two digit numbers. They know the differences between addition and subtraction and carry out calculations correctly on paper with numbers up to thirty. They make effective use of number lines to help their work. They use their knowledge in giving change from coins up to 50 pence. They understand odd or even numbers and, for example, can identify three odd numbers which will add up to 21. Pupils in Year 2 count confidently in 2s, 5s and 10s beginning from numbers other than zero. In adding pairs of numbers up to those with two digits, they use appropriate strategies to separate numbers to aid accurate calculation. However, there is a weakness in pupils' independent use of mental skills in solving numerical problems. When interviewed, higher attaining pupils in Year 2, struggled to apply mental calculation strategies, effectively. They often resort to using their fingers as an aid and did not have rapid recall of simple number facts. This underachievement reflects the inconsistency of progression in the teaching of these skills in the past. The teaching of mental mathematical skills is now good. There is some weakness in the recording of work. Poor pencil control and lack of early writing skills lead to untidy work and inconsistent number formation.
65. Pupils make good progress in their knowledge of shape and measures. In Year 1, pupils distinguish heavier and lighter objects and progress to use non-standard measures such as cubes to weigh items around the classroom. They practice a range of measuring skills well. Pupils in Year 2, begin to use standard measures. In using a programmable electronic toy, for example, they translated the turns made by the toy into units of 90 degrees of turn. Pupils in Year 2, recall their knowledge of two dimensional shapes well and establish a sound level of understanding of polygons and three dimensional solids. They begin to recognise irregular shapes have names as well as regular shapes. Pupils in all year groups use information and communication technology programs effectively to practice counting, to explore shapes and make sequences. This activity is often inappropriately included as a challenge or extension activity rather than being an integral means of learning in the lesson.
66. Pupils in all classes are enthusiastic particularly when in a class group with the teacher and this promotes their learning well. They compete excitedly to answer questions, sometimes forgetting their training in their enthusiasm and shouting out. They enjoy showing their knowledge by using number paddles or participating in number games. Pupils share the success of their peers. In a Year 1 class, for example, pupils delighted in seeing others hopping between hoops to illustrate subtraction and squealed with happy derision when the teacher hopped in the wrong direction to make a teaching point. Most pupils work well in independent group work time and complete their allotted tasks appropriately while the teacher is working with a specific group. Pupils respond well to the teaching assistants in both group and individual settings.

67. The quality of current teaching is good and is of a consistent standard. This is beginning to impact on standards, as demonstrated by the improvement pupils make in their learning in lessons. All teachers use a variety of teaching styles to good effect. They bring learning to life for pupils by good use of resources, games and techniques. They have a sound knowledge of the subject. The relatively newly formed teaching team has yet to synchronise their work fully to have the greatest impact on standards but are keen to develop their skills further. This is particularly necessary to ensure continuity and consolidation in the teaching of mental strategies. Individually they plan well and ensure that teaching assistants are clearly briefed to carry out their responsibilities. Scrutiny of past work indicates that, on occasion, pupils of all abilities experienced work of a similar level. However, during the period of the inspection activities were differentiated in difficulty to challenge most pupils appropriately. However, there are too few opportunities for problem solving. This is recognised within the school and some changes are beginning to be made. Teachers manage pupils well and use the school reward system effectively. They are sensitive to the few pupils with behaviour difficulties and ensure they are included in lessons. Marking is carried out systematically. It is informative to pupils' further knowledge and equally very encouraging. Pupils who have difficulty do not have large numbers of crosses in their books, but rather an indication of what to do next. Regular assessment using commercial tests track pupils' progress very efficiently. Progress of individual pupils and groups is evaluated in some detail and these outcomes inform further teaching well.
68. The co-ordinator has a good understanding of the future directions for developing the subject. This is based upon knowledge from her regular monitoring of teachers' planning and the opportunities she is given to monitor some teaching. She undertakes useful analysis of assessments and liaises well with the head teacher in this respect. Good use is made of Local Authority courses for professional development. Resources have been appropriately upgraded to promote improvement in learning.

SCIENCE

69. Although standards were judged to be above the national expectation at the time of the last inspection, lesson observations, scrutiny of work and interviews with pupils show that standards are currently in line with national expectation. The proportion of pupils attaining the national average has remained constant while the percentage of pupils attaining the higher level has fluctuated. In 2001 it was well above the average. This inspection confirms the evidence of monitoring by the co-ordinator that higher attaining pupils have been under challenged in some aspects of the subject in the past. The downward trend in average scores attained on entry to the school and the inconsistency of numbers of pupils achieving higher scores provides a backcloth to these judgements. Pupils' achievement overall is good. Pupils with special educational needs are fully included and make good progress alongside classmates.
70. Pupils in all year groups are studying materials at appropriately different stages of understanding. Pupils at Year 1 effectively investigate which materials around the classroom, respond to magnets. They consolidate their knowledge appropriately by making records by drawings and go on in the next to sort items that are, or are not, magnetic. At Year 2, pupils are beginning to understand about fair tests to investigate, for example, materials most suited to prevent ice from melting. Pupils demonstrate sound knowledge of the broad range of the curriculum but their knowledge and understanding often does not extend beyond simple facts. For example, higher attaining pupils in Year 2 could describe the main parts of a plant and recognise that sun and water are necessary but did not understand the simple functions of these features. This reflects the limitations of insufficient opportunities to observe, draw, discuss and question.
71. Pupils are very attentive to their teachers' introductions to lessons. They try hard to answer questions. In Year 1, pupils are excited and often surprised by items to which magnets will or will not stick and these experiences encourage them to investigate further. They move quietly and

quickly to individual or group activities and generally remain on task, although some older pupils become restless. They share equipment well and take turns appropriately. This makes a good contribution to their social development.

72. Teaching is of good quality overall and as a result pupils make good gains in their learning. Teachers plan and prepare their lessons well, making maximum use of the available time. Pupils are given clear explanations and clear guidance for the activities they are to undertake and make appropriate progress through the lesson. Demonstration and visual illustrations engage pupils and assist clarity of understanding. In some lessons while good quality questioning clarifies understanding, pupils are not challenged sufficiently to think for themselves and make hypothesis about issues and how to explore them. In one better example of teaching, however, pupils were effectively challenged to set and record the parameters of how to conduct an investigation. This encouraged pupils to think hard and compare options and this provided a sound basis for their practical activity. Limited use is as yet made of both numeracy and information and communication technology to support learning.
73. The introduction of a national teaching programme is beginning to give further breadth, progression and consistency to the curriculum. There is positive development as teachers become familiar with its content and discuss their work and ways of interpreting the projects in each year group. The co-ordinator has a clear vision for further development to support the move to more investigative approaches to the subject. Regular records track pupils' progress appropriately. Resources for the curriculum are good and suitably enriched by materials produced by teachers.

ART AND DESIGN

74. Standards in art are unsatisfactory and pupils do not attain levels in line with national expectation by the end of Year 2. There was no judgement at the time of the previous inspection with which to make a comparison. Pupils make only limited progress in the quality of their work and the range of skills because there is insufficient detailed planning to ensure consistency of experience and appropriate progression in the use of a range of media and tools. For example, they do not use a range of brushes or pencils to make different kinds of marks, lines or textures. The school is aware of this and has identified the subject as a priority in the school development plan.
75. They make very few records from direct observation and this limits the development of their ideas and dexterity, although the introduction of sketchbooks is planned in Year 2. Art and design alternates in half terms with design and technology in the timetable. There was, however, some work in all year groups which reflected pupils' art capabilities. At Year 1 pupils' drawings of themselves or adults are often relatively immature in detail, for example, missing out the torso. Individual pupils demonstrate a good sense of proportion in the figures they draw. Pupils apply coloured papers and paint to make collages over mathematical shape designs of flowers and houses. Although some pupils apply a sense of design and pattern, the focus appears to have been more on completing the shapes as opposed to arranging colour or texture to have an effect. In Year 2, pupils illustrate their studies with simple drawings. Their knowledge of colour mixing and tone are unsatisfactory. Pupils apply paint in patterns and try to create texture appropriately in the finishing of models and artefacts but there is often little evidence of individual variation. Pupils use paper folding, paper weaving and "papier mache" in creating spiders and caterpillars. At Year 2, pupils, in talking about their three dimensional work in clay, show they understand the primitive techniques of making thumb pots and have begun to understand the nature of the material and how to manage it. This experience was not part of a consistently planned teaching scheme for skill development.
76. Pupils enjoy the work that they do and talk animatedly about their current designs. Pupils in Year 2 have few recollections of previous work and often associate art with an option in "Golden Time", which is a reward for good behaviour. Pupils do not have sufficient experience of artists

and art from other cultures and tradition. This is detrimental to both to widening their options of ideas and styles but equally significantly restricts their spiritual and cultural education.

77. Space and opportunity for display is limited by the nature of the building design in both classrooms and in the communal areas. Teachers try their best to show off pupils' work on the narrow display boards. Although this enlivens the environment, there is little variation in style of presentation.
78. A scrutiny of teachers' planning, pupils' work and displays together with discussions with pupils show that teaching and learning are unsatisfactory. There is, as yet, no co-ordinator in place to give support to teachers, although this is planned. The head teacher has included the role among the wide range of her responsibilities and has a clear vision for future development. Planning of the curriculum is soundly based upon national guidance but this has yet to have an impact on learning. Guidance as to the breadth and depth of pupils' experience of tools, media and investigative skills has been created but not disseminated. The school has a small range of art resources.

DESIGN AND TECHNOLOGY

79. Standards are in line with those normally expected at the end of Year 2. Boys and girls of all abilities and backgrounds make steady progress to achieve these standards, both in the aspects of designing and in making. The previous report did not make a judgement on standards in this subject.
80. Pupils are given suitable, regular opportunities to learn basic skills. They learn how to measure and cut materials, such as paper, cloth and card and to join them in a variety of ways. Pupils use these skills to make models competently, such as model houses in work linked to geography and mobiles and puppets in work linked to literacy. They handle scissors, brushes and glue with satisfactory skill and know, for example, that matt surfaces are more likely to be easily covered by paint than shiny ones. They learn to incorporate simple levers and pulleys into their models to make them move. Older pupils in a Year 2 lesson start to create their own designs, using the skills they have already learnt, designing pictures with moving parts. The lesson built well on the pupils' previous experience so that they applied them selves enthusiastically to the task.
81. Teaching is satisfactory overall and during the week of the inspection some good teaching and learning was observed. As a consequence, pupils make steady gains in their learning throughout the school. Lessons are well organised and pupils' behaviour is well managed. Teachers in parallel classes plan together to ensure that pupils in both classes experience a similar curriculum. Teachers are confident in their knowledge and understanding of the subject and integrate it effectively with other curriculum areas, such as using information and communication technology to design a "flick book". Pupils are given suitable opportunities to develop mathematical skills in measuring and marking out materials to make models. They enjoy their lessons and have good attitudes to their work. They concentrate well and share equipment appropriately.
82. Due to the many staff changes in recent months there is currently no co-ordinator for the subject. The leadership of the school is aware this weakness needs to be addressed in order to take the subject forward and raise standards further. However teachers are currently supported in their planning by a whole school policy and an effective scheme of work.

GEOGRAPHY

83. Standards at the end of Year 2 are broadly in line with that expected nationally. No specific judgement was made of standards or provision at the time of the last inspection. Learning is

underpinned well by a philosophy to take pupils from their childlike imaginary world out into the immediate school environment and further. While pupils achieve well within this framework, achievement is not fully extended because studies are not always made in sufficient depth and recorded in appropriate detail.

84. Pupils attain a suitable range of skills and understanding. In Year 1 they enjoy thinking of venues for “Barnaby Bear” to visit and where possible they take him on holiday and make records of the visit. This encourages the beginnings of geographical thought appropriately. From imaginary mapping of the features of a route for “Red Riding Hood” pupils make simple maps of the environs of the school. However, these records are not as detailed and varied as they should be, nor do they demonstrate great care in their execution. Pupils consider how the school and the field can be made safer and environmentally improved. At Year 2 pupils develop the “Barnaby” theme and broaden their geographical perspective and knowledge appropriately. They begin to develop a knowledge of direction through a programmable toy and this in turn links well with their mathematics work. They show a sound understanding of the comparison of life on an imaginary island in Scotland with their own to look at the factual contrasts of life in Tucuaro in Mexico.
85. Observation and discussion show that pupils have a real interest and enjoy their work in the subject. They are enthusiastic and eager for the next geographical adventure. They enjoy contemplating for example where Barnaby will go next and what he will experience. They share their thinking and make conjectures.
86. Discussion with pupils, scrutiny of pupils’ current and past work, together with reviews of lesson plans and resources show that provision and teaching are broadly satisfactory. A national teaching programme guides the planning and teaching appropriately. However, the subject is not sufficiently developed and the quality of teaching is not monitored as there is no identified co-ordinator to give a lead to setting priorities to raise standards.

HISTORY

87. Standards in history are in line with those expected by the end of Year 2. There was no specific judgement of the subject at the time of the last inspection. Although the scheme of work is based soundly on a national teaching programme, the development of the quality of provision and teaching is hampered by the fact that there is currently no subject co-ordinator to give leadership and prominence to priorities for the development of the work. Consequently teachers are working individually. There is insufficient opportunity to thread the necessary skills in a continuous process to raise standards further and to build resources.
88. Pupils develop satisfactory skills by the end of Year 2. Pupils in Year 1 undertake on-going activities and discussions, which reflect changes in their lives. It is clear that pupils in Year 2 have had appropriate preparation as a basis for their further studies. They have developed a recognition that significant changes take place over time. For example, they use photographs of nurses’ uniform at the time of the Crimean war to make clear distinctions between uniforms of that era and of today. They begin to draw simple inferences from their observations. They begin to put events into a perspective by recognising that the events they are studying coincide with the reign of Queen Victoria. Pupils begin to understand the importance of artefacts and records as evidence by, for instance, recreating diaries for the travels of Florence Nightingale and Mary Seacole and comparing their lives.
89. Teachers demonstrate that they have a good understanding of the important elements of teaching history. They try to bring pupils’ study to life by the use of artefacts, maps and pictures. No evidence was observed of the use of information and communication technology as a source or means of communication. However, in Year 2 the decision to reject worksheets in favour of pupils’ use of their literacy skills is beginning to help them to clarify their thoughts and to make

their own statements. Teaching of the subject makes significant contributions to both social and moral education provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. Standards and provision for information and communication technology (ICT) have improved to be broadly satisfactory since the last inspection, when they were judged to be unsatisfactory. The numbers of computers now available has improved pupils' access to develop skills. Teachers' have received New Opportunities funded training and this has increased their confidence and ability to support children's learning. However, while pupils are making satisfactory progress overall, their skills in some aspects, such as using the internet for research, are not in line with those expected by the end of Year 2. Some teachers have yet to consolidate their knowledge of the resources available and to devise the most effective ways of giving pupils wider opportunities to use ICT to support their work across the curriculum effectively.
91. Pupils learn to use computers from an early age and do so confidently. Pupils in Year 1 are beginning to be able to open programs and to reset a program for another turn. Their skills with the mouse develop appropriately. They understand suitable terminology and select, move, and drag images and text with dexterity. They create and colour graphic images accurately to illustrate for example the "Barnaby Bear" character in their geography studies. Pupils develop satisfactory graphic drawing skills creating letters and numbers. Higher attaining pupils design sequences to show diminishing shapes, which their program turns into "flip-books". In Year 2 pupils direct a programmable toy to create the lines of regular shapes with appropriate turns. They are beginning to use the Internet but not extensively. Pupils' control of their equipment is developing appropriately but their skills in modifying and evaluating their work is underdeveloped as yet.
92. Pupils use the equipment with respect. They are excited to use it and to see the outcomes of their efforts on screen and in printed versions. Because of the limited numbers of computers they have to take turns and share and this they do well. They are very attentive to their teachers in class sessions with the interactive whiteboard. They are keen and confident to take their turn with the board to illustrate a technique to others.
93. Teaching is broadly satisfactory overall. Teachers have only had a short time to come to terms with a significantly increased range of equipment. They are becoming more confident in teaching ICT skills to a class and plan these lessons carefully. However, teachers sometimes do not use the resources to their full potential, to engage the maximum number of pupils in a session and this limits learning opportunities. They are beginning to address this issue, for example, by exchanging classrooms to use resources and time more efficiently. Although a national scheme of work is in place, opportunities to use ICT are often planned as an extension activity to follow other work rather than a learning entitlement and this is counter-productive. This reflects the early stages of transition between old ways of working and the new opportunities offered by improved provision. While good use is made of teacher assistants in mixed age classes to support groups, teachers are not always sufficiently knowledgeable of available programs to differentiate the challenge to pupils.
94. The co-ordinator liaises well with colleagues. She has a clear appreciation of the priorities for development of the subject. She is ensuring that all staff use and become confident with new equipment and this encourages continuity in pupils' learning and good value for significant investment. The recording of pupils' progress is generally underdeveloped but the co-ordinator has begun to introduce appropriate assessment for older pupils, although it is too soon to have any measurable effect.

MUSIC

95. Pupils of all levels of prior attainment make satisfactory progress and standards in music are broadly in line with those expected by the time they leave the school at the end of Year 2. The previous inspection did not report on standards in this subject. Although some teachers have expertise in music the subject has had a low profile in the last few years as the school has concentrated its efforts on raising standards in the core subjects. Currently the head teacher has taken on responsibility for co-ordination of the subject and there are plans to develop it further in the forthcoming year. Staff training has been planned and the range of instruments is to be extended.
96. Currently, pupils are given appropriate, regular opportunities to sing songs and rhymes and do so with enthusiasm, joining in with hand movements with obvious enjoyment, as in an assembly. They have generally good attitudes to music and most listen carefully to their teachers. Music is played at the start and end of assemblies for pupils to listen to as they come in. However, little emphasis is placed on talking about it, commenting on the style or learning the name of the composition or its composer, for example, and in this way opportunities to develop pupils' cultural knowledge and awareness are missed.
97. Teaching is satisfactory overall. Teachers make good use of the wide range of instruments the school has so that in lessons every pupil has a suitable opportunity to play. They teach pupils how to hold each instrument correctly and show them some of the different ways they can be played. This, the pupils do with great enjoyment, naming the instruments correctly and knowing how to shake or hit them to achieve the sounds they want. In a Year 1 lesson pupils demonstrated that they can effectively distinguish the length of the different notes they play and strike their instruments with great care to create loud and soft sounds in their group compositions. The loud sounds were the obvious favourites from the enthusiasm with which this task was performed.

PHYSICAL EDUCATION

98. Standards at the end of Year 2 are broadly in line with those expected. This is a tribute to the careful planning and timetabling of the curriculum in a school that has no hall and irregular playground areas. The largest classroom is transformed into a very small gymnasium for one day a week for part of the year. As a result, pupils of all abilities make satisfactory progress, and in some lessons progress is good.
99. Although only two games lessons could be observed, the detailed planning of dance and gymnastics indicates that provision is at least satisfactory. Teachers' management of lessons is good. Teaching and learning is at least satisfactory overall with some examples of good practice observed. Teachers organise and manage pupils well and give clear explanations of the lessons' activities. They ensure that pupils understand the importance of warming up and encourage an appreciation of the value of exercise. They set a good example by wearing appropriate attire for the lessons. Boys and girls participate with equal encouragement and opportunity. Teachers set appropriate challenges. They observe pupils carefully and give pupils good opportunities to demonstrate and review their performance to good effect. During a team game, which involved passing a ball above the ground with no use of hands, a pupil reflected that his team "Chose the wrong option" and this caused them to come second.
100. Pupils demonstrate at least satisfactory, and often good, skills when using mobile equipment. Their co-ordination in propelling scooters and bicycles enables appropriate control and balance to determine a course of action and to avoid accidents. In games, pupils throw and catch balls with satisfactory skill. They have good attitudes to the subject and are beginning to recognise the importance of working co-operatively in team games and that rules must be followed. They enjoy their lessons, take turns well and share equipment.

101. There is no co-ordinator to monitor teaching and identify priorities, therefore the development of the subject relies upon the quality of teaching of individual teachers. Teachers do understand the needs of the scheme of work well and try to follow it. They make appropriate adjustments to meet the levels of development of their pupils. Appropriate freestanding equipment enables gymnastics to be undertaken, but this is not ideal and disrupts one class' timetable and the use of its equipment. The school is fortunate to have an appropriately sized and level field suitable for young children. However, the quality of maintenance is unsatisfactory. For example, during the inspection, the cut grass was strewn heavily over the surface and pupils could not use the area satisfactorily, despite dry weather.

RELIGIOUS EDUCATION

102. The school uses the Locally Agreed Syllabus as the basis for the teaching of religious education and pupils attain standards in line with those expected at the end of Year 2. The previous inspection did not make an explicit statement on standards in the subject. The head teacher currently has responsibility for the co-ordination of the subject and she has ensured teachers are confident in their knowledge and understanding of the subject and integrate it naturally into other aspects of the curriculum, such as English and art.
103. The quality of teaching is sound and, as a result, pupils of all levels of prior attainment make steady satisfactory progress in their knowledge and understanding. Teachers give pupils suitable regular opportunities to talk and think about faith and its impact on daily life. Pupils in Year 1 talk about being a member of a group, such as a family or a group of people who help others, such as nurses or fire-fighters. They draw and paint bright pictures of these groups. They consider the help some of these people give to others and think of the importance of saying thank-you. They write their own prayers to thank God for his gifts.
104. Pupils learn about the story of creation from the Bible, and think about how God made the World. Older pupils in Year 2 compare the Christian story of creation with that of the Hindu religion. They learn that different people celebrate things in different ways. They design their own Mehndi patterns to decorate hands, colouring them in carefully and thinking about how people feel when they celebrate special events. They discuss symbols in Christianity and Hinduism and their use in prayer and how people use them as an aid to worship. Learning about the use of candles, bells and the use of light to symbolise the triumph of good over evil.
105. Pupils listen with rapt attention to stories from the Old and New Testament and from other faiths. They concentrate on what they are told when listening to the story of Noah, or of Jesus walking on the water, and are keen to ask and answer questions about the stories.