

INSPECTION REPORT

PARKLAND INFANT SCHOOL

Eastbourne

LEA area: East Sussex

Unique reference number: 114465

Acting Headteacher: Mrs C Gascoyne

Reporting inspector: Mrs C Skinner
23160

Dates of inspection: 2nd-5th December 2002

Inspection number: 247466

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

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 4 to 7 |
| Gender of pupils: | Mixed |
| School address: | Brassey Avenue Eastbourne |
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| Appropriate authority: | The governing body, Parkland Infant School |
| Name of chair of governors: | Mrs J Smissen-Bell |
| Date of previous inspection: | January 1998 |

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| 23160 | Carole Skinner | Registered inspector | English, design and technology, information and communication technology, English as an additional language. | The school's results and pupils' achievements? How well are pupils taught? How well is the school led and managed? |
| 9446 | Helen Griffiths | Lay inspector | | Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 14596 | Tony Fiddian-Green | Team inspector | Mathematics, geography, physical education, religious education, special educational needs, educational inclusion. | How good are the curricular and other opportunities offered to pupils? |
| 19142 | Audrey Quinnell | Team inspector | Science, art and design, history, music, the foundation stage curriculum | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parkland Infant School caters for 180 pupils between the ages of four and seven with similar numbers of girls and boys. It is smaller than most primary schools. At the time of the inspection, 40 children were attending part-time and 20 full-time in the two Reception classes. The school is oversubscribed every year. Approximately three per cent of the pupils come from minority ethnic groups, which is broadly average. Two pupils speak English as an additional language, both of whom are fluent and require no special provision. Twenty-nine pupils (16 per cent) are on the school's register of special educational needs, two of whom have statements. This is similar to the national average. Most of these pupils have minor to moderate learning difficulties. Thirty-two pupils (18 per cent) are eligible for free school meals, which is broadly average. The turnover of pupils is similar to that seen in most schools: in the previous year 12 pupils joined the school and four left it at times other than those of the usual admission or transfer. Attainment on entry to the school is similar to that expected for the children's age, but generally below average in communication, language and literacy.

HOW GOOD THE SCHOOL IS

This is a good school with a number of very good features. Good leadership and management by the acting headteacher and governing body are based on high expectations of the pupils and provide clear direction for the school's continuing development. The quality of teaching is good throughout the school and helps pupils to achieve well. Overall, the school gives good value for money.

What the school does well

- Pupils reach above average standards in mathematics, science, information and communication technology, design and technology and art.
- The quality of teaching is good and this helps pupils to progress well in their learning.
- The leadership and management of the school are good and have created a strong sense of purpose and commitment amongst all staff.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development which is reflected in their very good attitudes to school, personal development and relationships with others.
- The school cares for pupils very well and there is very good provision for pupils with special educational needs.
- The school works very well in partnership with parents.

What could be improved

- There is no long-term strategic plan for the development of the school.
- The curricular framework for the Foundation Stage is based on National Curriculum subjects rather than the recommended areas of learning for children of this age.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good improvement since it was last inspected in January 1998. Standards have risen in mathematics, science, information and communication technology, design and technology and art. Good improvement in the leadership and management of the school has been a key factor in improving the quality of teaching and learning. Teachers now plan work effectively to meet the needs

of lower, average and higher attaining pupils and use time efficiently throughout the day. The arrangements for teaching children in the Reception classes have been improved and they now receive a curriculum which is appropriate to their needs, although teachers have to adapt documentation that is based on subjects when planning their work. The refinement of target setting for individual pupils has also helped to raise standards, as have more effective assessment procedures. The analysis of test data and rigorous monitoring of the quality of teaching and learning have been important factors in the school's improvement. Although there have been many improvements in the leadership and management of the school, the school improvement plan does not include outline strategic planning over a three-year period. The school has a very good capacity for further improvement.

STANDARDS

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

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

Key

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

Standards in reading and mathematics were high in 2002 because approximately 30 per cent of the pupils reached Level 3 (above average). They were lower in writing because very few pupils attained this standard. The school has introduced a number of measures to raise standards in writing which are already beginning to have a positive effect. The school's performance in national tests is following an upward trend. It continues to set challenging targets for improvement. Inspection findings indicate that standards in the current Year 2 are average in English, and above average in mathematics and science. In English, standards are average because there are fewer higher attaining pupils in reading than in 2002. A relative weakness is the quality of pupils' handwriting and the presentation of their work. There are no significant differences in attainment between boys and girls. Pupils also achieve above average standards in information and communication technology, design and technology and art. They achieve average standards in geography, history, music, physical education and religious education. Achievement is good in Years 1 and 2. Children in the Foundation Stage reach average standards in all areas of learning by the end of the Reception year and achieve well.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--------------------------|---|
| Attitudes to the school | Very good. Pupils concentrate very well on tasks and are well-motivated. They are very interested in lessons and eager to make a contribution to discussions. |
| Behaviour, in and out of | Good. Pupils behave well in lessons, assemblies, and when moving around the school. They know and respect the simple school rules and |

| | |
|--|---|
| classrooms | play well together at break times. |
| Personal development and relationships | Very good. Pupils are keen to undertake jobs around the school, take their responsibilities seriously and form very good relationships with each other and with adults. |
| Attendance | Very good. Attendance is well above the national average and there is no unauthorised absence. |

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.

Some good teaching was seen in every class, and there was no unsatisfactory teaching. The strongest feature of the teaching across the school is the way teachers relate to and manage their pupils. This helps to create a very positive atmosphere in lessons, where pupils are motivated to learn. Work is planned well to match the capabilities of lower, average and higher attaining pupils in each class and there is effective provision for pupils with special educational needs. The quality of teaching in English and mathematics is good and literacy and numeracy skills are taught well across the curriculum. All teachers have high expectations of the pupils, which helps them to acquire knowledge, skills and understanding at a good pace. Pupils show good levels of interest, concentration and independence, because teachers use a varied range of teaching methods, and achieve a good balance between imparting knowledge and enabling pupils to learn through enquiry and work things out for themselves. Teachers’ good knowledge and expertise ensure that all subjects are taught well and that constructive links are made between them, which makes learning more meaningful for the pupils. Teachers in the Reception classes provide pupils with a rich and varied range of experiences which prepare them well for the National Curriculum in Year 1. For these children, teaching is good in all areas of learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The curriculum is broad, varied and interesting and curricular planning is good. There are effective strategies for teaching literacy and numeracy and all other subjects are planned effectively. The Foundation Stage curriculum is good and well matched to children’s needs and aptitudes, but the written framework is based on subjects rather than the six areas of learning for Reception children. |
| Provision for pupils with special educational needs | Very good. There are very good arrangements to support pupils’ learning in literacy and numeracy, both in lessons and in small withdrawal groups. Individual education plans are well organised and targets are clear and achievable. The needs of the pupils with |

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|--|--|
| | statements of special educational need are met well. |
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|---|---|
| Provision for pupils with English as an additional language | Good. The two pupils whose mother tongue is not English have made good progress in learning the language and are now able to take part fully in all aspects of school life without requiring additional support. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Spiritual development is promoted well through religious education and assemblies. The very good provision for pupils' moral development is evident in all areas of school life and is consistently implemented by all adults who work with the pupils. There are very good opportunities for pupils to work as a team and to take on responsibilities. Pupils learn to appreciate cultural diversity through geography, music, art and religious education. |
| How well the school cares for its pupils | Very good. There are very good arrangements for ensuring pupils' welfare and for monitoring their behaviour and attendance. Good procedures for assessing pupils' attainment and progress ensure that teachers base their planning on a thorough knowledge of pupils' needs and capabilities. Teachers set targets for individual pupils to achieve and track their progress carefully from term to term. |

The school works very well in partnership with parents and this supports learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The acting headteacher provides good leadership and clear direction for the school and is supported well by staff, governors and parents. The school improvement plan identifies key priorities for the school to address and provides clear guidance for staff and governors over the next two terms. However, although the acting headteacher and governors have discussed long-term priorities, these have not yet been formalised and agreed, mostly due to uncertainty about the return of the headteacher |
| How well the governors fulfil their responsibilities | Good. Governors fulfil their statutory duties well and play an effective part in shaping the future direction of the school. They have a good understanding of the school's strengths and weaknesses and work closely with the acting headteacher and staff to address identified areas for improvement. |
| The school's evaluation of its performance | Very good. The acting headteacher, governors and staff are very effective in monitoring and evaluating standards, the curriculum and quality of teaching and learning across the curriculum. Rigorous analysis of assessment data and careful tracking of pupils' progress help to establish appropriate priorities for improvement. |

| | |
|--------------------------------|---|
| The strategic use of resources | Satisfactory. Financial planning has been overly cautious, but this is now being addressed to ensure that funds are used more efficiently to meet the school's needs. Good procedures are in place to ensure careful monitoring of expenditure throughout the year. Co-ordinators are not sufficiently involved in deciding how funds are allocated to different subjects and aspects according to identified priorities. |
|--------------------------------|---|

Staffing levels are good and teachers and assistants work very well together as a team. The accommodation is good and enhances learning. Resources are at least satisfactory in all subjects and some are good. Regular reviews of expenditure and comparing the school's performance with that of other schools ensure that money is soundly spent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children enjoy school and make good progress. • Behaviour is good. • Teaching is good. • The school has high expectations of their children and helps them to become mature and responsible. • They feel comfortable approaching the school with questions or problems. | <ul style="list-style-type: none"> • The range of activities outside lessons. |

The inspection team fully agrees with the positive views of the parents. In addition, the range of activities outside of lessons is satisfactory. Although there are few after school or lunchtime clubs, there is a very good range of other activities that enhance learning, including visitors to school and visits to places of interest.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to the school is broadly average for their age in most areas of development. However, many have below average levels of attainment in language, literacy and communication. The quality of teaching and learning is consistently good, which enables the children to make good progress in all areas of learning. They are on course to achieve average levels of attainment by the end of the Foundation Stage in all aspects of their development. This is similar to the findings of the school's previous inspection. Children participate well in all activities and form good relationships with adults and other children. They show a keen interest in stories, poems, rhymes and songs, and listen attentively to the teacher. Pupils develop a sound understanding of number and shape and enjoy taking part in role-play and other creative activities.

2. In the national tests for Year 2 pupils in 2002, the pupils' results were above average in reading and mathematics, and average in writing when compared to all schools and to similar schools. This represents a good improvement in standards compared with the 2001 results and good improvement over the past four years. The findings of this inspection show that standards are average in English, including those in speaking and listening, reading and writing. In reading, standards are lower than in 2002 because there are fewer higher attaining pupils in the year group. The school continues to focus on raising standards in writing, and evidence from the lessons seen and the pupils' work shows that the strategies being used are beginning to have an impact. A relative weakness is the quality of pupils' handwriting and the presentation of their work. Standards in mathematics are above average because the National Numeracy Strategy is being implemented well. Compared to the findings of the previous inspection, standards are similar in English and higher in mathematics. The school has set its own challenging targets for pupils to achieve in 2003.

3. In science in Year 2, teachers' assessments in 2002 showed that standards were average. The inspection findings show that standards in the current Year 2 are above average. Throughout the school, there is a strong emphasis on teaching experimental and investigative science and a good balance between investigations, acquiring knowledge and recording findings. This has contributed well to the rise in standards. In Year 2, standards are also above average in information and communication technology, design and technology and art. High standards in these subjects result from good teaching of skills and techniques and sufficient time for pupils to practise and refine these skills. In other subjects, standards are similar to those seen in most schools. Compared with the findings of the last inspection, standards are higher in science, information and communication technology, design and technology and art, and similar in other subjects. Overall pupils achieve well in Years 1 and 2 because they are given demanding work and are encouraged to think and work things out for themselves. There are no significant differences in attainment between boys and girls because teachers are alert to the need to ensure that all pupils are motivated by and interested in all aspects of the curriculum and take this into account when planning lessons. Higher attaining pupils achieve well because they find the work stimulating and interesting and are well motivated.

4. Pupils with special educational needs make good progress and reach good standards for their previous attainment. These pupils do well and many attain, or come close to, national standards by the time they take the national assessment tests in Year 2. Much of this good progress can be attributed to the teachers' and assistants' good knowledge and understanding of their pupils. Pupils have clear targets to help them improve, and these are reviewed regularly. The school has developed very effective systems for tracking pupils' progress in English and mathematics.

5. There are only two pupils who speak English as an additional language. They are both fluent in the language and achieve well without needing specialist help or intervention.

Pupils' attitudes, values and personal development

6. Overall, pupils' attitudes, personal development and relationships are very good. Behaviour is consistently good and often very good. Attendance is very good. These findings show a very good improvement on those of the previous inspection.

7. The school's mission statement shows that it aims to provide a friendly, stimulating learning environment in which pupils may develop an acceptable set of personal values and good behaviour. Pupils' attitudes reflect the school's aims very well. They know right from wrong. They concentrate very well on tasks and are well-motivated. Pupils are very interested in lessons and eager to make a contribution to discussions. They show a very good level of respect in assemblies and display thoughtful and mature attitudes in religious education lessons. For example, in a Year 1 lesson about Divali, pupils listened very well and showed respect as a Hindu pupil explained the importance of the festival. Pupils are eager to come to school and punctuality is very good.

8. Behaviour is good, in lessons, assemblies, playtimes and when moving around the school. Pupils appreciate the simple school rules and feel they are treated fairly. The very good provision for pupils' moral development is evident in all areas of school life and is consistently implemented by all adults who work with the pupils. Teachers manage their pupils with understanding and sensitivity to their needs, and pupils respond well and behave responsibly. For example, in a Year 2 physical education lesson, pupils listened very well and were careful of one another's safety. Relationships between children and adults and among pupils are very good. There is no evidence of bullying. There have been no exclusions for some years.

9. Pupils' personal and social development is very good as a result of the very good provision for this aspect of their development. The previous inspection found that too much of pupils' work was directed by the teacher, as a result of which pupils were too passive and unable to develop independent learning skills. There has been a significant improvement in this aspect of the school's provision. There are many good opportunities for pupils to take responsibility and they take these seriously. They show good levels of independence in their learning; for example in a Year 1 information and communication technology lesson, pupils were able to develop their own ideas about the paintings of Mondrian and create their own pictures in his style. Pupils also learn to appreciate the value of other cultures through geography, music, art and religious education.

10. Children in the Foundation Stage settle well and enjoy coming to school. They have positive attitudes to their work and play and their behaviour is good. They are learning to interact well with their teachers and the teaching assistants. They are given many good opportunities to develop independent learning.

11. Attendance is well above the national average and unauthorised absence is well below national figures. At the time of the last inspection, attendance was satisfactory but there were weaknesses in some of the procedures for recording and monitoring absences. These have been addressed well. Registration takes place promptly and ensures a calm start to lessons. Most pupils arrive punctually in the morning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The previous inspection found that the quality of teaching and learning was satisfactory overall. Good teaching was seen in about a third of the lessons observed. Teaching in the Foundation Stage had “a range of unsatisfactory features”. The findings of this inspection are that the quality of teaching and learning is good in the Foundation Stage and in Years 1 and 2. Of the 36 lessons observed during the inspection, nine were very good, 23 were good and four were satisfactory. There were no unsatisfactory lessons. Overall, there has been a good improvement in the quality of teaching since the previous inspection. The strongest features of the teaching across the school are the very good relationships between pupils and adults, and the firm but gentle management of pupils in lessons, which ensures that they concentrate well and gain the most benefit from each lesson. The previous inspection found that teachers’ knowledge and understanding were satisfactory in English, mathematics and science but insecure in geography, history, information and communication technology, design and technology and music. There has been a good improvement in this aspect as a result of well planned staff training and mutual support between teachers, and teachers now have good knowledge and expertise across the curriculum.

13. The quality of teaching and learning for children in the Foundation Stage is consistently good. Of the eight lessons observed during the inspection, two were very good and six were good. This represents a very good improvement since the last inspection. At that time, teachers planned their work according to the National Curriculum rather than the nationally recommended guidelines for children of this age. Also, the content of many lessons and the language used by teachers was too complicated for young children. The organisation of lessons was very complex and required too much movement within the unit. All of these issues have been addressed very well. Teachers’ planning is now good and carefully matched to the recommended Early Learning Goals. The organisation of lessons is simple and runs smoothly. All adults in the two Foundation Stage classes listen with interest to what the children have to say and demonstrate good skills in helping the children to develop language for communication. The good teaching ensures that children learn at a rate appropriate to their abilities and make good progress. The teachers help the children to feel secure and happy at school by ensuring a smooth transition from pre-school groups into school life, and, at the end of the Reception year, into the Year 1 classes. The teachers and assistants know the children very well as individuals and are skilled at developing warm relationships. The well-organised routines enable the children to become used to the pattern of the day and respond quickly to the high expectations for behaviour, attentiveness and following instructions. The very good teamwork between the teachers and the teaching assistants is a strength of the teaching in the Foundation Stage.

14. The quality of teaching and learning in Years 1 and 2 is good overall. Of the 28 lessons observed, seven were very good, 17 were good and four were satisfactory. The previous inspection found that teachers’ expectations were generally not high enough, especially for the more able pupils. Teachers now have high expectations of all pupils and provide suitably challenging work for them. However, teachers’ expectations of the quality of pupils’ handwriting and setting out of work are often not high enough. The previous inspection also found that in some lessons, the pace was not sufficiently rigorous and pupils were not fully involved in the tasks set for them. The pace of lessons is now good and teachers and assistants are watchful to ensure that all pupils concentrate well and apply themselves to their work. Teachers provide plenty of opportunities for pupils to develop independence and take on responsibilities as they undertake different activities in the classroom and around the school. This is an improvement since the last inspection.

15. Marking and day-to-day assessment of pupils’ progress, which were inconsistent at the time of the last inspection, are now good and are used well to influence teachers’ planning. Marking is constructive and helpful and teachers discuss pupils’ work with them to show them what they have

done well and how they could improve it. Teachers set challenging targets for pupils to achieve and regularly assess how well they are progressing, giving praise and encouragement which helps to build pupils' confidence and self-esteem. The previous inspection also found that time was not used efficiently throughout the day, as lessons frequently finished early and pupils lost valuable curriculum time. This is no longer the case. Teachers start lessons promptly and use all available time to advance learning.

16. The quality of teaching and learning in literacy and numeracy is good in Years 1 and 2. There is good teaching of basic skills in reading, spelling, writing and mathematics. In some lessons, pupils are taught in groups formed on the basis of their previous attainment. These work very well, because the teacher is able to plan work for a narrower range of abilities than in whole class teaching. There are also well-planned withdrawal groups for pupils of lower than average attainment and for 'high flyers'. These are effective in meeting the particular needs of the pupils. In science, teaching and learning are good throughout the school. This is because there is a good emphasis on experimental and investigative science, as well as imparting knowledge. Teaching is good in all other subjects because teachers know the curriculum well and use a wide range of teaching methods to interest and motivate the pupils.

17. A literacy lesson in Year 1 illustrated the good features of teaching seen during the inspection. Pupils were learning how to write simple instructions for making a pancake. They were very lively and prone to calling out inappropriately, but the teacher used a very good range of strategies to ensure that they listened and modified their behaviour. These included constant reinforcement of good behaviour through giving stickers and green cards. The teacher integrated reading, spelling and writing effectively by first using a large text, *Pirate Pete and the Pancakes*, for shared reading. Skilful questioning helped pupils to understand how to write a series of simple instructions to describe the steps needed in making a pancake: "Who can think of a good caption to go with this picture?" The teacher modelled the process well, using neat, well-formed handwriting and consulting pupils about how to spell some of the words. This helped to reinforce their knowledge of sounds and simple spellings. Good support for individual pupils from the teacher and assistants and well-planned activities for different groups of pupils ensured that all were able to make good progress with the task.

18. The quality of teaching for pupils with special educational needs is good and enables them to make good progress. Teachers and learning support assistants plan work very well together and ensure that the activities in lessons match the targets from pupils' individual education plans. These targets are good, and clearly expressed. They provide for achievable stages of development. As a result, pupils make good progress, both in their grasp of basic skills, and in their confidence and positive attitudes to work. In most literacy and numeracy lessons, there are learning support assistants, and they provide good support. They work well with pupils in whole class sessions, in small group work, and also with individual pupils. They make helpful notes about the outcomes of the support they give to pupils. These notes form part of the overall care and support for pupils who have special educational needs, and make a good contribution to the school's monitoring of individual pupils' progress.

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

19. The quality and range of the curriculum provided by the school are good, and promote the aims of the school very well. All subjects of the National Curriculum, together with religious education, are included, and the curriculum fully meets statutory requirements. Policies and schemes of work are in place for all subjects, and the total amount of teaching time each week is appropriate. These findings represent good improvement since the last inspection. At that time, information and communication

technology and history were not properly provided for. Both subjects fulfil statutory requirements now. The National Numeracy and Literacy Strategies are both implemented well, which is an improvement since the last inspection when English and mathematics were not taught daily. Information and communication technology is taught well across the curriculum. Curricular planning is good, and teachers' weekly and daily plans are detailed, focusing clearly on what is to be learned in each lesson. The acting headteacher and senior staff monitor the curriculum very well. For example, great care is taken to see that all pupils in the same year group are receiving the same curriculum.

20. A key issue in the previous inspection report was for the school to “provide a curriculum, which is more consistently appropriate and to create a more settled atmosphere for children in the Foundation Stage”. The school has addressed this issue well, as the quality and range of the learning opportunities for children in the Foundation Stage are now good and the classrooms provide a good environment for learning. The teachers in the two Reception classes plan a well-balanced curriculum, which is clearly based on national guidelines for the Foundation Stage. However, the school does not have a specific Foundation Stage curricular framework, as other subject co-ordinators include planning for the Foundation Stage in their overall plans for the school and this is inappropriate. Teachers adapt this very well but it presents unnecessary additional work for them. The Reception teachers place a strong emphasis on good quality first-hand experiences. There is a very good range of activities, and a good balance between those that are structured by the teacher and those initiated by the children. Teachers also plan carefully more focused teaching in literacy and numeracy. The outside area is used well for appropriate outdoor play and other learning experiences.

21. Provision for pupils' personal, social and health education is good. Planning shows a well developed range of topics such as anti-bullying, respect for people and animals, and how to share news and listen to what others have to say. Health, sex education and the use and misuse of drugs are taught through science, role-play and circle time. Teachers deal with questions that arise naturally, as occasion demands. The provision for homework is good and appropriate for children's ages.

22. Provision for pupils with special educational needs is very good. There are very good arrangements to support pupils' learning in literacy and numeracy in classes, where teaching assistants work well with individual pupils or with small groups. Individual education plans are well organised and targets are clear and achievable. These targets focus on both literacy and numeracy, and some education plans also include targets for personal and social development. The needs of the pupils with statements of special educational need are met well.

23. The aims of the school show a strong commitment to equality of opportunity and inclusion for all pupils. This is reflected in all aspects of school life, and is noticeable in lessons. For example, in a Year 1 mathematics lesson, the teacher carefully included the small groups who were about to leave for extra help elsewhere. "Because you were so good working with 1p coins yesterday, you can go onto 2p coins today," she said, drawing them in with the whole class and its topic. The school compares how well boys and girls perform in the national tests, and also provides opportunities to demonstrate equality of gender. One story used to support this is called *Jane and the Dragon*, which challenges the idea that bravery is always a male attribute.

24. Out of school activities are limited at present, but the school is currently exploring the idea of a breakfast time club, and a priority identified in the school improvement plan is an arts club, to include drama, poetry, music and dance. There is a popular computer club, which parents are also invited to attend and an African drumming club. The curriculum is enhanced well by a wide range of visitors who come to talk to the pupils. For example, members of the fire service visit to talk about fire safety, and a group comes to demonstrate African drumming. In addition, pupils are taken to the theatre, and

visit the local church for services at Christmas and at the end of the school year. During the inspection, a puppet theatre group presented the nativity story in a lively and imaginative way, to the great delight of the pupils.

25. The school has developed good links with the local community. There are strong links with the local church. Pupils take part in the local schools' music festival and also sing to residents of local nursing homes. Links are being developed with the Business Education partnership and with a school in Tanzania. The previous inspection found that the school made insufficient use of the local area to support pupils' learning. Teachers now make good use of the locality, as when Year 2 pupils carry out a study of Hampden Park in the summer term.

26. Very good links have been developed with local nurseries and playgroups. Children from these groups visit the school and are invited to its theatrical productions. They also use the school's computer suite on a regular basis. The headteacher and the Reception teachers visit playgroups during the summer term. Very good links with the junior school have been established over the last year: assessment information is shared to ensure continuity and teachers work together to ensure consistency in assessing pupils' progress. Teachers from the junior school visit both to observe and take lessons. In the autumn term, Year 2 teachers visit the junior school to see their former pupils. Year 2 pupils send e-mails to pupils at the junior school to ask about any concerns they may have. Links have been established with a nearby special school and there are very good links with the local secondary school.

27. The provision for pupils' spiritual, moral, social and cultural development is very good overall. This is an improvement since the last inspection, when there were fewer opportunities for spiritual and moral development. Spiritual development is good and is promoted well through religious education and assemblies. Science lessons provide pupils with the opportunity to appreciate the natural world, and the school has a good focus on outdoor learning so that pupils can experience the locality, a quiet garden, and watch the sequence of the seasons. The school promotes praise and joy about the environment, in songs and assemblies.

28. The very good provision for pupils' moral development comes largely through the high expectations the staff have for pupils' good behaviour. All staff provide good role models, and they are consistent in applying the school's behaviour policy. This involves a 'traffic lights' system whereby pupils receive green, yellow or red cards for their behaviour. Red cards are for poor behaviour or stopping others from working. Green cards are given for good work, helping others and trying hard. Class rules and expectations are displayed and pupils are well aware of what is expected of them. At other times, such as in physical education lessons, pupils are taught to observe rules and to look out for others' safety when running about.

29. The school makes very good provision for social development. There is a very good, caring atmosphere and all pupils are fully included in what the school offers. Some have the chance to represent their year on the school council. Sports day, care for the school's grounds and environment and regular fund raising events all provide very good opportunities to join in as a team or make a whole school effort. Good work and effort are celebrated in special assemblies where certificates are presented, encouraging everyone to try their best.

30. The provision for pupils' cultural development is very good. There are strong local links and pupils take part in cultural events such as a music festival. They study the work of well-known artists, such as Cézanne and Van Gogh. The school develops pupils' appreciation of cultural diversity very well through special occasions such as the African focus week, with music, food, and visitors to talk to

pupils. Representatives of a local charitable trust that supports work in Uganda come to talk to pupils in assemblies. In religious education and assemblies, pupils learn about festivals and celebrations from different cultures, such as Hanukkah and Sukkoth in Judaism, or Divali in Hinduism. Nativity plays and carols, harvest time and Easter ensure that the Christian tradition is fully represented.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school is a caring community, which has very effective procedures for ensuring the health, welfare and safety of its pupils. Child protection procedures are very good. The acting headteacher is the designated person and has been trained recently, together with all staff. The documentation is very thorough and all staff have copies of the very helpful procedures and guidelines. Local authority guidelines have been adopted. Links with social services are good.

32. There are very good policies for ensuring pupils' health, safety and welfare. All staff are trained in first aid and arrangements for dealing with pupils' medical conditions are very thorough. Accidents are carefully logged and parents are kept fully informed. Risk assessments are undertaken regularly. There is good safety practice in design and technology, science and physical education. The conscientious caretaker ensures that the grounds and buildings are kept in good order. Supervision at play times is very good.

33. Pupils understand that good behaviour is expected of them because the clear and simple school rules are displayed throughout the school and shared with parents. The 'traffic lights' system of rewards and sanctions is used consistently by all staff. Procedures for monitoring pupils' personal development are good. Class teachers keep detailed records and use the Golden File for recording acts of kindness and hard work for celebration assemblies. The Red File also records significant incidents, both pleasant and unpleasant. Personal, social and health education sessions make a good contribution to pupils' personal development. The nurture group provides effective support for pupils who lack confidence or have low self-esteem. There are many good opportunities for pupils to take personal responsibility in the classroom and around the school, including being elected to serve on the School Council. Children are encouraged to think of others less fortunate than themselves and the school supports various charities.

34. Procedures for monitoring attendance are very thorough. This is a considerable improvement since the last inspection. Parents are aware of procedures and are asked to call in on the first day of absence. The administrator calls parents on the third day. A member of the senior management team checks attendance registers for patterns of lateness and absence. There are good links with the Educational Welfare Officer.

35. The care and support of pupils with special educational needs are very good. Teachers and assistants know the pupils they work with very well. The supportive, caring ethos of the school and its respect for the inclusion of all pupils ensure that pupils with special educational needs have good opportunities to take part in all school activities. There are very good procedures for identifying pupils with special educational needs when they enter the school. Through the school's very good procedures for tracking pupils' progress and well organised individual education plans, effective arrangements are made for the regular review of pupils' progress. Pupils' records are well maintained and organised and provide a clear picture of their progress. The school liaises effectively with outside agencies, which are involved, as appropriate, in pupils' education.

36. Children in the Foundation Stage are cared for very well and are very happy to come to school. They develop good relationships with their teachers, teaching assistants and other adults in the school.

37. The school has made a significant improvement in assessment since the last inspection, when it was judged to be 'developing'. Overall, assessment procedures and the use of assessment information to guide curricular planning are good. They are very good in the Foundation Stage, and in English, mathematics and science, and good in information and communication technology. They are satisfactory in all other areas of the curriculum. The school has a good assessment policy. Marking is also good across the school. It often has helpful comments on how pupils can improve their work in order to raise their standard of attainment.

38. Soon after children enter the school they are assessed using a procedure designed specifically for this age range. The evidence from this provides a precise insight into the stage of development of each child, which enables the teachers to plan appropriate activities to meet their needs. There is very good on-going assessment throughout the whole of the Reception year, which the two teachers use very well to provide an appropriate curriculum for the children. The school uses a good range of standardised assessments for English and mathematics, which are used well to raise standards of attainment. Data from the statutory Year 2 test results are analysed well, and the information is used to inform future planning in order to raise pupils' attainment. The school sets challenging, yet achievable targets for individual pupils in English, mathematics, science and information and communication technology, which are appropriately linked to National Curriculum levels. The targets are regularly reviewed each half term, which is a very good feature.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents at the meeting with the registered inspector and those who responded to the questionnaire were very appreciative of the school and all that it does for their children. They are very satisfied with their children's progress and with the quality of teaching. They feel well informed about their children's progress and are comfortable about approaching the school with questions or problems. This is a considerable improvement on the findings of the last inspection, when parents felt that there was a communication problem with the school.

40. The school has very good links with parents. The information it supplies for them, which was criticised in the last report, is very good. The prospectus and governors' Annual Report to parents are attractively presented and comply with requirements. Advance information on the curriculum is supplied every half-term and informative leaflets on all subjects are displayed in the school entrance hall. Annual reports cover all subjects very thoroughly and include targets as well as information on pupils' personal development. Summary reports are sent to parents every term. They include details of pupils' progress against National Curriculum targets as well as against individual targets.

41. A good initiative is the termly home/school project which, at the time of this inspection, involved pupils and parents in designing and making candles. The entrance hall was a riot of colour as pupils proudly displayed their finished products as part of the school's Christmas decorations.

42. There is a very good range of consultation meetings each year, including an induction meeting in the summer for new pupils, at which a video on school life is shown. Workshops have been held on numeracy and literacy. A parents' forum is held each year. A very good number of parents help in school on a regular basis and seven other volunteers, recruited through local organisations, help with

reading. The Parents' Association raises considerable sums of money each year to buy equipment to enhance pupils' learning. Parents work hard to support the school and their children's education.

43. The school keeps the parents of pupils with special educational needs well informed. They are involved as soon as the school has any cause for concern, and there are opportunities for discussion with the staff providing their children's education. The targets identified in pupils' individual education plans are shared well with parents, although not all of them include things for parents to do at home in order to support pupils.

44. Induction procedures for children starting school are good. In the term prior to starting school, the children come into school with their pre-school group and with their parents. The induction pack for parents is very thorough and includes information on the curriculum. There are useful introductory interviews with pupils and parents, and parents are also invited to a mid-term meeting to discuss their child's initial assessments. At the start of the autumn term, the children start school on a part-time basis. Children who are five during the autumn term attend full-time at the beginning of their second week at school. The other children continue part-time until the start of the term in which they are five, when they attend full-time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The previous inspection reported that the leadership and management of the school were unsatisfactory. The report went on to list a number of weaknesses, including a lack of clear educational direction for the school, and of a strategic view of the school's development. There has been a significant improvement since that time, and the leadership and management of the school are now good. The acting headteacher has been in post since March 2002, during the absence of the substantive headteacher. She provides good leadership and clear direction for the school and is supported well by staff, governors and parents. She has created a strong team spirit amongst staff and governors, which has enabled her to sustain the momentum of change and improvement. The school is very well placed to continue to improve and has a very good capacity to succeed.

46. The acting headteacher appropriately delegated some of her former areas of responsibility as deputy head by creating a senior management team and re-organising some curricular responsibilities. Teachers have risen to new challenges with enthusiasm and most have already had a significant impact on bringing about improvement in their subjects. Some very good practice is evident, in English, mathematics, information and communication technology and design and technology, for example. Co-ordinators who are new to the post show a good understanding of their role. There are very good systems in place to develop these roles further.

47. The governors fulfil their statutory duties well and play an effective part in shaping the future direction of the school. This is an improvement since the last inspection. They are kept well informed by the acting headteacher, and are confident to ask challenging questions, in order to fulfil their role as a critical friend. They have a good understanding of the school's strengths and weaknesses and work closely with the acting headteacher and staff to address identified areas for improvement. Governors fully understand the implications of their monitoring role and carry it out well. Several visit the school regularly and most have oversight of a particular subject. They meet with teachers to discuss the pupils' work, curricular planning and any improvements that are needed. For example, the governor who oversees information and communication technology met with the co-ordinator to discuss the progress made towards set targets and also observed pupils using the computer suite. Governors also have a close link with a particular class and visit them to observe their progress.

48. The school improvement plan was produced by the acting headteacher in consultation with staff and governors. It is a temporary plan, intended to cover two terms, so that the timetable of planning for school improvement can be tied in with the financial year from 2003. There is no long-term strategic plan for the school's development. This weakness was identified by the previous inspection. Although the acting headteacher and governors have discussed long-term priorities, these have not yet been formalised and agreed, mostly due to uncertainty about the return of the headteacher. The temporary school improvement plan sets out the key priorities for the school to address and links these clearly to the school's aims. The school improvement plan and associated subject action plans provide clear guidance for staff and governors in planning future initiatives. The plan also includes timescales, costs of implementing each task and criteria for judging its success. These criteria are not always measurable in terms of pupils' attainment. However, there are separate specific targets for individual pupils and groups to attain in each year group which are clearly related to whole school priorities.

49. Since the previous inspection, the school has introduced rigorous systems for monitoring the quality of teaching and learning. The acting headteacher and all staff carry out their responsibilities well. The senior management team has well defined areas of responsibility and, by observing lessons and checking pupils' work, members build up a good overview of standards and the quality of provision. Subject co-ordinators have a good understanding of what their role entails and those who are already established carry out thorough evaluations of standards, the curriculum and teaching in their subjects. Very good practice was seen in design and technology, where the co-ordinator sampled pupils' work and carried out a rigorous analysis of her findings, which helped to identify priorities for future development. These, in turn, contributed to a subject action plan and helped the co-ordinator to identify how best standards could be improved.

50. The co-ordination of special educational needs, by the acting headteacher, is very good. Pupils' progress is very carefully tracked and analysed, and records and files of all liaison with agencies outside the school are good. The school has good arrangements for contacts with the junior and other local schools. The co-ordinator meets teachers from the junior school to discuss aspects of pupils' educational needs. The co-ordinator is very efficient in providing professional support and monitoring for classroom assistants. The school fully meets the requirements of the Code of Practice for special educational needs. There is a designated governor, who has a very good involvement in the life of the school, visiting, and monitoring the provision for special educational needs. Funds allocated for pupils with special educational needs are used to good effect, and the school makes a significant contribution from its own resources.

51. The management of the provision for children in the Foundation Stage is very good. The teachers for the two Reception classes are joint co-ordinators for the Foundation Stage. Both teachers have a very clear understanding of how young children learn and provide an appropriate curriculum for children in the Foundation Stage. The quality of relationships within the Foundation Stage department is very good and together all the adults form a very effective team.

52. Overall, the school uses its resources soundly to support learning. Financial management and administration are good. The headteacher, administrative officer and finance committee monitor expenditure closely and efficiently. They regularly undertake reviews of expenditure to ensure that the school is achieving best value for money. The school evaluates its own performance in comparison with other similar schools and consults parents and pupils about their views. A good example was seen in the headteacher's analysis of the school's results in national tests, which asked questions such as "Is our financial investment in special educational needs and the 'high flyers' group giving good value for money?" However, a survey of expenditure over the past two years shows a degree of over-cautiousness which resulted in a large budget surplus in 2001/02 amounting to approximately

seven per cent of the school's income. Expenditure plans show that this will be reduced to within acceptable levels in the current financial year. In addition, budget allocations have traditionally been decided by the headteacher, with insufficient involvement of the staff and governors. Consequently, allocations have not always been made on the basis of need or identified priorities in the school improvement plan, as at the time of the previous inspection. For example, the Foundation Stage does not have a separate budget allocation and many of the resources have been provided by teachers. There are plans to address this situation when formulating the budget for 2003/04.

53. Overall, there are good numbers of teaching and non-teaching staff to meet the needs of the curriculum and to provide adequate support for pupils at all levels of attainment. There is good support for staff who are new to the school. Comprehensive induction booklets provide a wealth of information for new and temporary teachers and students. Teachers provide strong personal support for each other and for teaching assistants, whose contribution is respected and valued. The arrangements for appraisal and performance management are very effective and include all members of staff. Performance targets are set for the headteacher, class teachers and assistants, which are directly linked to raising standards of achievement. This is an improvement since the last inspection when appraisal of staff was not regularly carried out. The arrangements for the professional development of staff have also improved and are now closely linked to identified whole school priorities and teachers' individual performance objectives. Good training opportunities are offered to all staff in response to professional development interviews.

54. Overall, the school's accommodation is good. Classrooms are bright and well laid out. They are enhanced by colourful displays which celebrate pupils' achievements. The premises are clean and well maintained, and this contributes to the school's welcoming ethos. The attractive grounds, some of which are shared with the adjacent junior school, include a pond and wildlife area. A priority in the school improvement plan is to make more effective use of the grounds for outdoor learning. The library is situated in the entrance hall and, as such, is not used to its full effect as a learning resource. Pupils derive great benefit from the computer suite, which has contributed significantly to raising standards in information and communication technology. The Foundation Stage classrooms are bright, inviting and well organised. The outdoor area is large and includes a satisfactory range of resources. It lacks a covered area for hot or inclement weather, but plans are in place to address this.

55. The school has a good range and number of learning resources. They are good in English, mathematics, information and communication technology, physical education and religious education and satisfactory in other subjects. Learning resources in the Foundation Stage are adequate to support the children's learning. However, resources are often supplemented by equipment brought in from home by the two teachers. There are insufficient multicultural puzzles and games for indoor play and a lack of large construction toys and apparatus to balance on for outside play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to continue to improve the quality of education offered to the pupils, the governors, acting headteacher and staff should:

(1) Improve the process of planning for school improvement by

(a) producing a strategic plan for the school's development over a three year period;

(b) ensuring that all staff and governors are involved in identifying priorities for improvement and reviewing the progress made in addressing them throughout the year;

(c) ensuring that co-ordinators for all subjects and the Foundation Stage fully identify the needs in their subjects and prepare appropriate bids for funding;

(Paragraphs 48, 52, 107)

(2) Produce a curriculum framework based on national guidelines for the Foundation Stage that leads into but is not structured around the National Curriculum for Years 1 and 2.

(Paragraph 20)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

(1) Improve the quality of pupils' handwriting and the presentation of their work.

(Paragraphs 2, 14, 75, 88)

(2) Seek ways to make more effective use of the library to develop pupils' research skills.

(Paragraphs 54, 83)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

| |
|----|
| 36 |
|----|

Number of discussions with staff, governors, other adults and pupils

| |
|----|
| 30 |
|----|

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 9 | 23 | 4 | 0 | 0 | 0 |
| Percentage | 0 | 25 | 64 | 11 | 0 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| |
|---------|
| YR – Y6 |
|---------|

| | |
|--|-----|
| Number of pupils on the school's roll (FTE for part-time pupils) | 160 |
|--|-----|

| |
|-----|
| 160 |
|-----|

| | |
|---|----|
| Number of full-time pupils known to be eligible for free school meals | 32 |
|---|----|

| |
|----|
| 32 |
|----|

Special educational needs

| |
|---------|
| YR – Y6 |
|---------|

| | |
|---|---|
| Number of pupils with statements of special educational needs | 2 |
|---|---|

| |
|---|
| 2 |
|---|

| | |
|---|----|
| Number of pupils on the school's special educational needs register | 29 |
|---|----|

| |
|----|
| 29 |
|----|

English as an additional language

| |
|--------------|
| No of pupils |
|--------------|

| | |
|---|---|
| Number of pupils with English as an additional language | 2 |
|---|---|

| |
|---|
| 2 |
|---|

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 |
|--|----|

| |
|----|
| 12 |
|----|

| | |
|--|---|
| Pupils who left the school other than at the usual time of leaving | 4 |
|--|---|

| |
|---|
| 4 |
|---|

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.3 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 34 | 26 | 60 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 29 | 28 | 33 |
| | Girls | 26 | 26 | 26 |
| | Total | 55 | 54 | 59 |
| Percentage of pupils at NC level 2 or above | School | 92 (83) | 90 (89) | 98 (91) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 28 | 33 | 31 |
| | Girls | 26 | 25 | 26 |
| | Total | 54 | 58 | 57 |
| Percentage of pupils at NC level 2 or above | School | 90 (84) | 97 (94) | 95 (92) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

*Ethnic background of pupils***Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 169 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 4 | 0 | 0 |
| Mixed – White and Black Caribbean | 2 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 2 | 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 | 1 | 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 | 1 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 0 | 0 | 0 |

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

| | |
|--|----|
| Total number of qualified teachers (FTE) | 7 |
| Number of pupils per qualified teacher | 26 |
| Average class size | 30 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 173 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|---------|
| Financial year | 2001/02 |
|----------------|---------|

| | |
|--|--------|
| | £ |
| Total income | 428471 |
| Total expenditure | 423995 |
| Expenditure per pupil | 2356 |
| Balance brought forward from previous year | 24044 |
| Balance carried forward to next year | 28520 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 1 |
| Number of teachers appointed to the school during the last two years | 0 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| 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 | 180 |
| Number of questionnaires returned | 51 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 24 | 4 | 0 | 0 |
| My child is making good progress in school. | 53 | 37 | 6 | 0 | 4 |
| Behaviour in the school is good. | 39 | 61 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 27 | 65 | 6 | 2 | 0 |
| The teaching is good. | 33 | 61 | 0 | 0 | 6 |
| I am kept well informed about how my child is getting on. | 20 | 64 | 12 | 0 | 4 |
| I would feel comfortable about approaching the school with questions or a problem. | 53 | 37 | 6 | 4 | 0 |
| The school expects my child to work hard and achieve his or her best. | 45 | 49 | 6 | 0 | 0 |
| The school works closely with parents. | 27 | 59 | 10 | 4 | 0 |
| The school is well led and managed. | 22 | 65 | 8 | 2 | 4 |
| The school is helping my child become mature and responsible. | 44 | 52 | 4 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 26 | 42 | 26 | 6 | 0 |

RESULTS MAY NOT TOTAL 100 DUE TO ROUNDING

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

57. There has been good improvement in the provision for children in the Foundation Stage since the previous inspection, including the curriculum provided and the organisation of the two classes. At present, the well-organised day-to-day routines established by the two teachers enable all children to feel secure and safe and to grow in confidence. The good teaching is having a positive impact on the children's learning.

58. All children start in the Reception classes at the beginning of the autumn term in the year in which they become five years old. At first, all attend on a part-time basis, with the eldest children starting full-time after the first week. Younger children start full-time at the beginning of the term in which they have their fifth birthday. Most of the children have attended a pre-school group before starting in the Reception classes. Attainment on entry to school is similar to that expected for children of this age, but many have below average attainment in communication, language and literacy skills. During the Reception year, the children make good progress and are on course to meet the Early Learning Goals in all areas of learning by the end of the year. This represents good achievement.

Personal, social and emotional development

59. Standards are average in this area of learning. Children are encouraged to feel confident about what they can achieve through praise, smiles and gestures. Their behaviour in and around the school is good with only a few disagreements. They work and play beside each other well. They show a good understanding of classroom procedures and most respond well to them. They are aware of the teachers' high expectations of them and respond well. When given the opportunity to choose activities for themselves, they do so in a sensible way and most sustain concentration well for their age, which enhances their independent learning. Most settle well to the more structured activities, such as literacy and numeracy, and show ability to concentrate for an appropriate length of time. The children attend to their personal hygiene appropriately and most are able to undress and dress themselves independently before and after movement lessons.

60. The quality of teaching and learning is good. Personal, social and emotional development is promoted well in all areas of learning and the planning is thorough. A strength of the teaching is the warm, caring relationships that adults develop with the children, which helps them to feel secure and to grow in confidence. The adults provide very good role models for the children, always treating them with courtesy and respect to which they respond positively. The teachers provide many very good opportunities to develop the children's independent learning and social skills, such as self-registering when they come in each morning and when they share their fruit at snack-time. The children enjoy the many moments of fun and time for reflection, which help to strengthen the bond between them.

Communication, language and literacy

61. The very good provision for this area of learning enables the children to make good progress, including those who have special educational needs, and most children are on course to achieve the Early Learning Goals. All adults make very good attempts to communicate with the children. They talk to the children individually, in groups and as a class to help them extend their vocabulary and start

to use their language and communication skills for a range of purposes. All adults show the children that they value their efforts at communicating. The children enjoy listening to stories, such as *Peace at last* and use the illustrations well to extend their understanding of the story. Most children understand the concept that pictures carry meaning. Some children know that spoken words and print can have the same meaning and that text is read from left to right. In the good literacy lessons, the children are learning correct initial phonic sounds, but most cannot yet use this skill to read simple words. Many children have difficulty with pencil control. However, they are given many opportunities to help them to improve this, such as tracing, writing cards and letters for the Post Office and painting with different sized brushes. A few children make a good attempt at writing their own name. The acceptance of developmental writing is good as this enables the children to be confident and to feel they are writers. Children are encouraged to take books home to practise their early reading skills. Their listening skills are improving and they are encouraged to listen carefully to instructions.

62. The quality of teaching and learning is very good. Children are provided with a very good range of purposeful activities to help them develop their use of language for reading, writing, speaking and listening, whatever their stage of development. Children's speaking and listening skills are enhanced at snack-time, when they are encouraged to speak to the child next to them about something which interests them, such as what they are looking forward to at Christmas. The children are provided with good role-play areas, such as the Post Office. These are used very well, often with an adult involved to extend the children's vocabulary. The children are provided with paper and pencils for a range of activities, including being newspaper reporters or writing letters to post in the Post Office. The boys really enjoy this and are eager to take part in this activity. The teaching assistants are used effectively with small groups, when direct teaching is involved. They are well briefed and assist the teachers in maintaining ongoing assessments of individual children's progress. The programme of work is well structured and linked to the National Literacy Strategy for young children. Classroom displays are rich in language clues intended to reinforce learning and a good emphasis on language development is evident throughout the whole programme of work.

Mathematical development

63. This area is taught well and most children are on course to meet the Early Learning Goals for mathematics by the end of the Reception year. Teachers help children to develop mathematical understanding well by providing a structured programme of practical experiences, which enables them to make good progress. The children are learning to recognise and some can name common shapes such as a square, triangle, rectangle and circle. Most can count by rote numbers to ten and some can recognise numbers to five. These skills are practised regularly when singing nursery rhymes, number jingles and when playing sorting and ordering games. Teachers and assistants provide good support by playing board games with the children, which enable them to experience counting and early addition and subtraction in a meaningful context. They experience working with sand and water, filling and emptying different sized containers.

64. Teachers use every opportunity to extend the children's understanding and reinforce basic skills through practical experiences. Sorting different sized parcels in the Post Office was a good practical introduction to work on three-dimensional shapes. The teachers ensure that all adults use correct mathematical vocabulary and provide many activities that build upon the children's understanding at that time. Skilful questioning encourages children to organise their thoughts and build on their understanding. In one lesson, the teacher helped the children to gain in their understanding of ordering numbers to ten with yellow teddies each with a number on its back. Children were eager to try to recognise the numbers, as they were able to hold the teddy and stand in front of their classmates. The teacher gave out the teddies in a random order so that individual children could come

out to try to place them correctly. Early addition and subtraction skills are developed well by acting out number rhymes, such as ten little robins. By answering questions such as “How many robins are there now?” the children develop an understanding of adding and taking away as the numbers are built up to ten and then decreased. The work is well planned and tasks are appropriate and in line with the recommendations for young children in the National Numeracy Strategy.

Knowledge and understanding of the world

65. Provision for this area of learning was judged to be unsatisfactory in the previous inspection report. It is now appropriate. Teachers build effectively on the children’s existing knowledge, helping them to learn more about the world around them. Teaching and learning are good and most children are on course to meet the expected standard by the end of the Reception year. Many activities are planned and organised well in order that children can gain in their understanding through practical experiences. Good practical activities with the interaction of an adult enable the children to learn at first hand about growing seeds and extend their learning about what plants need in order to grow. A mother brought her new baby into the classes, which helped the children to understand how much they have changed since they were babies. The children enjoy using and exploring construction toys and malleable materials and use their skills well to make models. They confidently use the computer mouse when moving items on the screen for mathematical games and creating bubble pictures. They learn about their senses through good practical experiences, such as going on a listening walk around the school and tasting different sandwiches, such as marmalade and marmite.

66. Teachers provide a wide range of planned activities, most of which start with what the children already know, and this enables them to extend their understanding and knowledge of the world. There is a good range of role-play resources that reflect a variety of different cultures.

Physical development

67. Aspects of this area were judged to be unsatisfactory at the time of the last inspection. This has been addressed well, as the children are now achieving average attainment in physical control, although their fine control is less well developed. They make good progress in their physical control, mobility and awareness of space both in and outdoors. Most children move freely in the hall in their physical development lessons and very few bump into other children. They are developing a good understanding of the use of space and awareness of others. After moving quickly in their warm-up sessions, they notice that their hearts are beating faster. Teachers give clear instructions during physical education lessons and allow children to demonstrate good examples of their work.

68. The quality of teaching is good in this area of learning. Teachers provide children with many opportunities to develop hand control through the use of a good range of mark-making tools, tracing and cutting and gluing activities. However, many have weak pencil control and have difficulty forming letters correctly. They enjoy using construction kits to make cars and lorries. Most are able to dress and undress themselves, but some need help with buttons and zips.

Creative development

69. Aspects of this area were judged to be unsatisfactory in the previous report, but these have been addressed well. The children make good progress in developing creative skills and most are on course to meet the nationally recommended levels of attainment by the end of the Reception Year. The quality of teaching and learning is good and activities are well resourced and organised. Early painting skills are taught well, which is helping the children to improve both their painting techniques

and hand control. They enjoy a good range of practical activities, which enable them to experiment, and to explore creatively and imaginatively. Most of the children's own paintings are average for their age.

70. Role-play activities are carefully planned and enable the children to play out imaginary situations well. They enjoy using appropriate resources and dressing up in a good range of clothes, which extends their imaginative play. They enjoy music lessons, and taking part in their Nativity production. Children sing carols, songs and rhymes tunefully and can follow a simple rhythm set by the teacher. Most enjoy singing *Away in a manger* and taking part in action songs, such as *Ten Yellow Teddies*. They make a good attempt to move rhythmically to music when being a ticking clock or twinkling stars.

ENGLISH

71. Pupils in Year 2 attain average standards in English. This is similar to the results of the 2002 national tests for Year 2 pupils, except that standards in reading were above average because there were more higher attaining pupils than in the current Year 2. Standards are also similar to those at the time of the previous inspection. The measures put in place by the school to raise standards are beginning to have an impact but there has been insufficient time for some of the new initiatives, especially in spelling and writing, to be fully effective. Pupils make good progress as they move through the school and achieve well. Pupils with special educational needs make good progress because they receive well-planned and effective support and their progress is regularly reviewed. The Early Literacy support programme in Year 1 helps lower attaining pupils to make up ground in reading, writing and spelling. There are no significant differences in attainment between boys and girls because teachers plan work that motivates and interests all pupils. Pupils with English as an additional language also achieve well. They quickly gain fluency in English and are able to take a full part in lessons.

72. Standards in speaking and listening are average throughout the school. When pupils enter the school, a significant number attain below average standards in communication and language. Good provision in the Foundation Stage helps them to make good progress in improving their speaking and listening skills and this continues throughout Years 1 and 2. Most pupils usually listen carefully to the teacher and to what other adults and pupils say to them. They make suitable responses and are beginning to show confidence in talking in large groups, although some are reticent in front of the whole class. Most pupils speak clearly and use an increasingly wide range of vocabulary. Less able pupils usually speak audibly but draw upon a limited range of language structures and vocabulary. More able pupils speak articulately and explain their ideas in extended sentences. In all literacy lessons, teachers provide numerous opportunities for pupils to speak and answer questions; they also stress the importance of attentive listening and reinforce this at every opportunity. A good example of this was seen in a Year 1 lesson, where the teacher was showing pupils how important full stops are in a sentence when reading aloud. She asked them to explain what full stops are for, to which one replied: "So you don't have to keep huffing and puffing".

73. Standards in reading are average in Year 2. Pupils enjoy reading the shared text in whole class reading sessions and do so with expression, following the teacher's good model. More able pupils read confidently with good expression, and are able to talk about the books they like and dislike. Average attaining pupils read simple texts accurately and use a range of appropriate strategies to decipher unfamiliar words. Some less able pupils are more hesitant when reading aloud and require prompting to sound out words. In a well-planned group reading session in Year 2, the teacher and assistant gave each group of pupils the opportunity to read and discuss a shared text. More able pupils

predicted what might happen in the story and showed good comprehension skills. They discussed the characters and events in the story with understanding. Average attaining pupils read with appropriate expression and accuracy and showed in their reading that they understood the purpose and importance of full stops, commas and speech marks. Lower attaining pupils recognised familiar words easily and used their knowledge of sounds and symbols to sound out unfamiliar words, although some needed help with this.

74. Standards in writing are average in Year 2. Pupils' individual writing records show that they make good progress from when they start school to Year 2. They begin by making marks but soon progress to attempting words and strings of letter shapes. By Year 1, pupils are able to communicate meaning through simple words and phrases and develop this as they move into Year 2 into longer sequences of sentences which use appropriately interesting vocabulary. Above average pupils in Year 2 use story and non-fiction structures with greater consistency and make effective use of adjectives, verbs and conjunctions to vary their writing. They use a mixture of simple and more complex sentence structures and a lively range of vocabulary. Their punctuation and spelling are mostly correct. Average attaining pupils use correct or plausibly correct spellings, but their use of punctuation is inconsistent and their writing more closely resembles spoken language. Throughout Years 1 and 2, pupils are given many opportunities to write in a variety of styles across the curriculum, such as imaginative story writing, captions and speech bubbles, writing a set of instructions for making a fruit salad and composing a letter to Santa Claus.

75. At the time of the last inspection, pupils made good progress in handwriting. Although their handwriting books show good progress in developing a joined style of writing in Year 2, this is not transferred into any other work. In lessons other than those where pupils practise specific letter formation skills, pupils' handwriting is of a below average standard. Few pupils in Year 2 are able to write in a fluent, joined style and many produce writing that is inconsistent in size, with poorly formed letters. This affects the overall standard of presentation of pupils' work throughout the school, and has been identified by teachers as a focus for improvement.

76. There has been a good emphasis on improving the structure and content of pupils' writing during the past year when this was a key priority in the school improvement plan and an objective in individual teachers' performance targets. The school has introduced new initiatives to improve pupils' writing and spelling, including teaching groups formed on the basis of pupils' prior attainment, a 'high flyers' group and a new spelling framework. There are indications that standards of spelling are improving as a result of an increased focus on the use of phonics and spelling patterns. However, this has not yet had time to influence and improve pupils' writing skills sufficiently to raise overall levels of attainment.

77. The development of literacy skills across the curriculum is good and there are many opportunities for pupils to use and improve their reading and writing skills in history, science, design and technology and geography. A particularly good example is the work produced by Year 2 pupils on the Great Fire of London. They developed research skills well by using books and CD-ROMS to find information, and then produced their own booklets, presenting the information they had found in an appropriate and interesting format. The booklets included notes about the author, a contents page and a glossary and showed that pupils had taken a great deal of care over the work.

78. The quality of teaching and learning in English is consistently good. This is an improvement on the previous inspection, when it was judged to be "always satisfactory and often good". Teachers have good subject knowledge, which is evident in their management of the literacy hour. The previous inspection found that the literacy hour did not "have any underlying sense of purpose or difference

from the normal classroom activities”. There has been a good improvement in this respect. The lessons observed in each of the four classes were well planned and structured and the purpose of each was made clear to the pupils at the outset. There is good, and sometimes very good, teaching of phonics knowledge and spelling patterns, how to read unfamiliar words, how to use punctuation and how to structure different kinds of writing. On some days, pupils are taught in groups that are formed on the basis of their previous attainment. In these lessons, work is particularly well matched to pupils’ needs and capabilities. Teachers plan work separately for pupils with special educational needs, lower and average attainers, and ‘high flyers’. Teachers and assistants work very well together to support all of the different groups and ensure that each pupil is able to progress at a good pace.

79. Pupils make good progress because teachers have high expectations of what they are able to achieve and set challenging targets for them. The very good relationships between pupils and adults create a positive atmosphere for learning and this gives pupils the confidence to develop their skills and understanding. Lessons move at a brisk pace, and this helps to sustain pupils’ interest and motivation. Teachers extend pupils’ vocabulary well and encourage them to use interesting words in their own work. For example, in a Year 2 group of able pupils, the assistant constantly prompted pupils to “think of a more interesting way to say that”, reminding them to re-read their work and look for ways to improve what they had written. In another Year 2 lesson, the teacher reminded pupils to avoid choosing dull words, such as “He went to the park” in favour of more exciting words such as “He raced/skipped to the park” and prompted them to think of alternatives in their own writing.

80. The best features of teaching and learning in English were illustrated in a very good literacy lesson in Year 2 for the higher attaining group. The lesson began with an excellent session in which the teacher helped pupils to understand the different ways to spell words with a long ‘i’ sound, grouping them in appropriate lists to show pupils the spelling patterns ‘i-e’, ‘-igh’ and ‘-y’. The teacher’s skilful questioning drew out important learning, as pupils explained the effect of the final ‘e’ in ‘i-e’ words and learned that ‘-igh’ words cannot be sounded out letter by letter. The teacher’s lively presentation engaged the pupils’ interest, helped them to sustain concentration and made learning enjoyable, especially when she drew coloured dots or ‘sound buttons’ under each phoneme to help pupils sound out whole words. In the main part of the lesson, very good development of story writing included using puppets as a stimulus for the story, discussing ideas with a partner and using a story plan as a guide. Very effective use of pupils’ individual targets helped to focus their attention on key areas for improvement: “Read your own targets and see what you have to do to get better”. In this lesson, the teacher set very high expectations for the quality and amount of work produced and also provided pupils with writing checklists and dry wipe boards to practise spellings. Pupils’ writing was developed very well as a result of this high quality teaching.

81. Teaching assistants make a very effective contribution to pupils’ learning in English. They are well trained in the strategies teachers use and have a very good understanding of how children learn. They question pupils well to ensure their understanding and praise them for good work. Assistants also keep very useful records of pupils’ responses and the progress they make, as well as noting any difficulties they encounter. They are involved productively in each part of the lesson, supporting either individual pupils or groups in the classroom, or working with small groups in another part of the school. In the lessons observed, assistants were seen to provide valuable support for lower attaining pupils, those with special educational needs and a ‘high flyers’ group in spelling and writing, and pupils of all abilities in reading groups.

82. Two co-ordinators share responsibility for the subject. They provide very good leadership and clear direction for its development, which are having a beneficial impact on improving the quality of teaching and learning. They have both observed lessons and analysed pupils’ work as part of their

rigorous monitoring of standards, teaching and the curriculum. They provide good support for staff and are very aware of the need to provide for the needs of boys and girls and of pupils of varying capabilities. Information and communication technology is used well to support teaching and learning in English. Assessment procedures are very good and the results are used well to inform teachers' future planning. National test results are analysed thoroughly, and this information is used well to help to raise pupils' attainment. Targets are set for individual pupils to help them to make good progress and to achieve well.

83. Pupils benefit from a good range of books and other resources to support learning in literacy. There is an appropriate range and number of books in each classroom and the library contains a satisfactory range of both fiction and non-fiction books. However, the situation of the library in the main entrance area to the school does not promote its effective use as a resource for learning. Pupils in Year 2 have the opportunity to visit the local library, where they are taught how to locate books. However, they have few other opportunities to develop library and research skills. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, through the use of high quality literature, learning to work and co-operate with others, and opportunities to participate in school performances. The curriculum is also enhanced by an annual 'Book Week', when pupils enjoy listening to professional storytellers, come to school dressed as a favourite fairy tale or nursery rhyme character and take part in a 'Readathon'.

MATHEMATICS

84. Pupils in Year 2 attain above average standards in numeracy, and in the other areas of the mathematics curriculum. This represents good improvement since the previous inspection, when standards were reported as average. Pupils make good progress and achieve well. The results of the Year 2 National Curriculum tests in 2002 were also above average. The trend in the test results over the last five years has been erratic, but in general one of increase, except for 2001, when standards fell below average.

85. The quality of teaching and learning is good, with some that is very good, and this leads to good progress by all pupils, including those who have special educational needs. There has been good improvement since the last inspection when teaching was satisfactory. Teachers, generally, plan their work efficiently, and in line with the National Numeracy Strategy, which they implement well. However, although plans and groupings include work for more able pupils, there is not a sufficiently clear focus on work pitched at Level 3 of the National Curriculum.

86. Lessons begin with a mental warm-up session, which is usually brisk and challenging. For example, in a very good Year 1 lesson, pupils counted round the circle in tens, and both teacher and support assistants joined in. The teacher encouraged pupils to help her apparent 'confusion' over counting in tens. They gave a universal shout when she made her 'mistakes', delighting in helping her to count correctly. Pupils concentrate and work well, especially in the times when they work in groups within the class. In Year 1, pupils understand 'more than' and 'less than' and they order and sequence numbers well. They use everyday objects such as rubbers, crayons and books when solving problems about money and find the total cost of several items in their 'shopping' sessions. Pupils read and write numbers well, add and subtract successfully at their own level, and understand simple measuring and shapes. Both Year 1 lessons enabled pupils to recognise and use 1p, 2p, and 10p coins. Pupils were able to find coins to make the totals given, such as 36p, using three ten pence pieces and three two pence pieces.

87. Year 2 pupils extend their problem solving skills as they learn how to add up costs and give change when buying items such as ice creams, cakes and toys. They add and subtract tens and units competently and recognise shapes such as a rectangle, a kite and a trapezium. Pupils measure in centimetres and understand the basics of telling the time. Teachers cover the required topics well, and provide pupils with a wide range of practical experiences which promote learning effectively. Pupils in Year 2 are grouped for mathematics on the basis of their prior attainment in some lessons, and in this way all ability groups are provided for. During the inspection, both Year 2 classes were beginning work on fractions, learning that a fraction means a part of the whole. They extended their mathematical vocabulary well with terms such as 'equal', 'halves', and 'quarters', and they learnt to write a half, using the accepted method of one over two. A good feature of the teaching, in both lessons, was the opportunity given to pupils to apply what they had learned by cutting and pasting wholes, halves and quarters into their books. They used various shapes such as circles, diamonds and rectangles and they learned that two halves are always equal.

88. Analysis of pupils' current work shows that their presentation is not consistently neat, and, although teachers often encourage them to set out their work more carefully, there is room for improvement and an agreed standard to be used throughout the school. In this way, when pupils come to more complex problems, they will not mix up the columns of figures.

89. Teachers have built up good relationships with their pupils, and manage classes well. As a result of this and teachers' high expectations for good behaviour, pupils concentrate, behave very well, and work hard in mathematics.

90. Numeracy skills are applied appropriately across the curriculum, and teachers provide well for the data handling aspects of the mathematical curriculum in other subjects. For example, in science, Year 1 pupils sorted electrical appliances, some using mains electricity, some batteries, and others using either. They collected and presented their information in the form of a Venn diagram. Similarly, Year 2 pupils collected information about the properties of materials and produced simple bar charts and a Venn diagram to present this data. Year 1 pupils used Carroll diagrams and a bar chart in information and communication technology. They surveyed pirates who had eye patches and those who did not. A small group of Year 2 more able pupils conducted a survey about the habitats of woodlice and recorded this on computers by constructing graphs.

91. Mathematics is very well led, and the co-ordinator clearly understands the complexities of the subject. Resources have been improved to meet the requirements of the National Numeracy Strategy, and there has been very good improvement in the subject overall since the last inspection. This is seen in the improved standards, better teaching and some very good initiatives specific to mathematics. These include a mathematics fund raising day, and an information session for parents. Analysis of the national tests at the end of Year 2 is very good and provides very good information for planning the next stages in teaching. Assessment procedures are very good and teachers and support assistants liaise well so that they are all informed about the planning and implementation of the mathematics curriculum.

SCIENCE

92. Standards in science are above average in Year 2. This is an improvement since the previous inspection. The findings of the inspection are also an improvement on the results of the 2002 national tests, which showed that standards were average. The improvement in pupils' attainment in science is due to good and very good teaching. Pupils take part in appropriate, good, first-hand science investigations, which enables them to have a thorough understanding of their science work, which

leads to good learning. Throughout the school, pupils with special educational needs make good progress and achieve standards that are satisfactory compared with their previous attainment. This inspection finds no significant difference in the performance of boys and girls.

93. Pupils in Year 2 make predictions before carrying out an investigation, make simple observations and present their findings in a variety of ways. For example, they produced graphs to show the habitats of creatures found in the school grounds. Pupils learn how to carry out a fair test by keeping some features the same, such as the amount or size of what they are testing. Pupils know the difference between living and non-living things, and sort animals into different groups. They know the conditions needed for plants to grow. They sort materials according to their properties and distinguish between man-made and natural materials. Pupils create an electrical circuit and draw and label a simple diagram.

94. The quality of teaching and learning is good, with some very good features, and this promotes good progress. This is a good improvement from the school's previous inspection, when teaching was judged to range from unsatisfactory to very good. Most teachers are confident in their knowledge of the subject and they communicate this well to the pupils. Throughout the school, a strong emphasis is given to the teaching of experimental and investigative science. Teachers' planning shows a good balance between investigations, factual learning and recording. Pupils enjoy science lessons and are inspired by the enthusiasm of their teachers.

95. Two very good Year 1 lessons, which investigated whether all objects make shadows, illustrated the best features of teaching in the subject. Both teachers captured and maintained the interest of all pupils by making very good use of resources to make learning both relevant and extremely enjoyable. At the start of the lessons, the teachers explained that the pupils were going to take part in an investigation and made the lesson sound exciting and fun. The teachers used correct scientific vocabulary, such as 'predict', 'fair test', and 'investigation', which increased pupils' vocabulary. Pupils were made aware of the health and safety rules when using a light projector. A good recap on the previous week's lesson on shadow puppets enabled pupils to base their new work on earlier learning. Pupils were asked "What is a shadow"? A pupil clearly explained "It's when you stand and block out the sun or the light and a shadow forms on the floor". Pupils were shown a good selection of materials to test for the investigation, ranging from transparent plastic to a pottery mug. One pupil explained that the sheet of red acetate was "translucent, as you can see through it a little bit". The teacher explained that they were going to be scientists investigating and stressed the importance of writing down information. Pupils were eager to predict and the teacher emphasised the need to ensure the material was always held the same distance away from the light in order to make it a fair test. Pupils wrote down their predictions before each material was tested. The teacher enabled pupils to be confident to express their ideas and they were respectful of others' suggestions. Pupils were provided with an appropriate outline table for their predictions and recording the results. These two very good lessons were stimulating, challenging and extended pupils' learning very well.

96. Teachers emphasise the importance of using correct scientific vocabulary when pupils are asked to give an explanation of their work. This not only improves the pupils' knowledge and understanding but also enables the teacher to recognise any misconceptions the pupils may have and help to clear them up. An analysis of pupils' work supports this and indicates that most pupils present their work in an appropriate variety of ways, such as drawings, writing, charts and tables.

97. Lesson planning is good in the school, and the activities provided indicate that pupils' learning is well organised. There is good evidence of progression in the development of investigative skills as pupils move through the school. In all lessons, pupils are well supported and secure in their

understanding of what they are going to learn. The management of pupils is very good and, as a result, all pupils settle well to their work and make good progress.

98. The subject is well led by an enthusiastic and knowledgeable co-ordinator, who has monitored standards and the quality of teaching and learning. She provides good support for teachers and has written a good scheme of work that provides very good coverage of all aspects of the subject and clear guidance for teachers. This is a good improvement since the previous inspection, when the scheme of work was in draft form. Science is well supported by a useful policy. Assessment procedures are very good and include an evaluation at the end of each unit of work for each pupil that is closely related to National Curriculum requirements. Appropriate links with numeracy, literacy and information and communication technology were evident during the inspection. Learning resources for science are satisfactory.

ART AND DESIGN

99. Pupils' work in art and design, including that of pupils with special educational needs, is above average throughout the school. This is a good improvement on the standards reported in the school's previous inspection.

100. The quality of teaching and learning is good, which promotes good progress. This also shows good improvement since the previous inspection when it was judged that pupils made satisfactory progress. Teachers are confident in their knowledge of art and design, which enables pupils to learn the basic skills of drawing, designing and painting well. Sketchbooks are used well throughout Years 1 and 2 for pupils to record observations and to develop their ideas. Pupils improve and refine their skills well in observational drawing and many produce high quality sketches with suitable attention to line, detail and proportion. Year 1 pupils study still-life paintings by Cézanne before arranging fresh fruit on draped material as a stimulus for their very good still-life pastel drawings. They use information and communication technology well to create pictures of fruits. They satisfactorily use paints to make hand printing and shape patterns.

101. Teachers provide stimulating materials, which pupils enjoy using. This was evident in the Year 2 lessons, where pupils drew cartoon style animals in their sketchbooks before translating their ideas into clay totem poles. Pupils show increasing confidence in using various media and techniques. Year 2 pupils practise drawing facial features, such as eyes and lips, before drawing a portrait of a friend, adding flesh tones, eye and hair colour using water-based paints. They produce a second portrait using collage materials and move the position of some of the facial features well to create Picasso-style portraits. Pupils study North American artwork before designing and making their own good-quality 'dream catchers' and masks, using card, feathers, beads and raffia. Pupils have a good understanding of the styles of various artists, for example, Monet, Mondrian, Holbein and William Morris, which helps to improve their own work. Their very good detailed chalk drawings of lupins, lilies and dahlias and intricate pencil drawings of patterns of flowers and leaves show how much their study of William Morris designs have influenced and helped to improve the quality of their artwork.

102. A very good Year 1 lesson illustrated well the strengths of the teaching and learning in the school. After a short recap on previous work on primary colours, the teacher explained that pupils were going to learn how to create tones of colours. Pupils chose from a good range of materials to create collages using tones of one colour. Other pupils improved and refined their mark-making techniques to create tones using coloured pencils and felt tip pens. Pupils studied prints of works of art by Mondrian before using a computer program to create Mondrian-style pictures, using tones of colours. Pupils responded well to the teacher's and assistant's effective questioning and clear

explanations and their positive attitudes made them receptive to new learning experiences. The very good plenary session enabled pupils to reflect on the objectives for the lesson and to evaluate others' work. The teacher's very good subject knowledge and lively teaching engaged pupils' interest at all times and enabled them to extend their learning well and achieve a high level of attainment.

103. The co-ordinator for art is enthusiastic and has a fresh and imaginative approach to the subject. She has been responsible for art for the past year. She realises the need to review and update the policy but has produced a very good scheme of work, adapting ideas from national guidelines to the needs of the school very well to ensure good progression in the teaching of skills. She has linked art to other areas of the curriculum very well. The termly planning includes references to National Curriculum levels of attainment, which is very helpful, as this enables teachers to clearly judge pupils' levels of attainment. The co-ordinator gives informal advice to colleagues and monitors displays, but has not yet had the opportunity to observe lessons. Teachers create good relevant links with other subjects; for example, the collage *Fire of London* book covers in history and good links with information and communication technology. Resources are satisfactory. Throughout the school, colourful displays are used effectively to enliven classrooms and enhance communal areas.

DESIGN AND TECHNOLOGY

104. Standards in design and technology are above average in Year 2. Pupils make good progress in the subject and achieve well in Years 1 and 2. This is an improvement since the previous inspection, when standards were judged to be in line with national expectations and progress was satisfactory. Standards have risen because teachers place good emphasis on designing, making and evaluating an end product in response to an identified need. There has been very good development in the subject over the past three years which has ensured that it enjoys a high profile throughout the school. Pupils with special educational needs make good progress because work is matched well to their capabilities and they receive good support in lessons from teachers and assistants. Teachers also plan for pupils to work in groups of mixed ability where they help and learn from each other.

105. The quality of teaching and learning is good in Years 1 and 2. Teachers' planning clearly shows what is to be taught and learned and there is very good teaching of the skills needed to create a high quality finished product. Teachers take pupils carefully through each stage of the processes involved in identifying a need or potential user, producing a design, making a prototype and then a finished product, and, finally, evaluating their product. This well structured approach helps pupils to acquire new knowledge and skills at a good pace and to develop a good understanding of their own learning. Teachers plan work carefully to maximise the links with other subjects. For example, pupils in Year 2 construct a three-dimensional model which includes an electrical circuit and pupils in Year 1 design and make a fruit salad in a useful link with learning about healthy eating in science. Teachers and assistants work very well together as a team, which allows for flexibility in groupings and ensures pupils have sufficient help and support when involved in practical tasks. A useful and informative leaflet for parents explains a number of ways in which they can help their children learn at home.

106. At the time of the inspection, Year 2 pupils were involved in designing and making a waterproof hat for a friend. They began by looking at a range of different hats and discussing who they were made for and for what purpose. A strong feature of the planning is that each project includes a 'focused practical task': in this assignment, pupils practised sewing techniques, explored other ways of joining materials, such as gluing and stapling and discussed the advantages and

disadvantages of each method. Using a questionnaire, they found out what kind of hat their friend would like, and also researched different materials and their qualities. In a good link with science, pupils investigated the waterproof qualities of different materials and used the findings to inform their choice of material for the hat. When pupils had designed their hat, they made a prototype from paper and evaluated their design before making it from their chosen materials. Planning shows that pupils will go on to test the hat to see if it is waterproof, evaluate the success of their design and also ask the friend who will wear it for their opinion.

107. High standards are achieved in design and technology because the subject is led and managed very well by an enthusiastic co-ordinator who has produced a very good framework for the curriculum. This provides very clear guidance for teachers and ensures that skills and knowledge are taught in progression from year to year. The co-ordinator's monitoring of pupils' work is outstanding. It shows how well the curricular framework is being implemented and checks for consistency between classes. Her assessment of standards has also informed planning and has helped to identify those areas that require further development. Although formal assessment and recording procedures are still being developed, there is sound ongoing assessment of pupils' progress through discussion and encouraging pupils to evaluate their own work. There is a satisfactory range of resources to support the curriculum, but the arrangements for delegating budgetary responsibilities are only partly effective. The subject is allocated a small amount of money each year, which results in some teachers buying necessary resources themselves. Teachers make effective use of information and communication technology to support learning, as when pupils in Year 2 use a computer program to design a logo for a vehicle they have designed.

GEOGRAPHY

108. Pupils reach average standards for their age in Year 2, and this matches the findings of the previous inspection. The evidence from lessons and teachers' planning suggests that they make satisfactory progress in geography, including those who have special educational needs. In mapping skills, some pupils make good progress.

109. The quality of teaching and learning is good. Teachers plan lessons well and provide opportunities for pupils to learn to recognise symbols and draw simple maps. In a Year 1 lesson, pupils discussed the things they might notice in towns compared to those seen in the country. They understood that there would be more open spaces and fields in the country and more buildings in the towns. They added other places in their discussion such as parks, lakes and rivers, and a railway line and station. When they came to draw their own maps, they were able to show that they had understood the concept of mapping well. Their work was above average, and they included symbols, colours and a simple key. The teacher led a good discussion, with the majority of the pupils making a contribution. The pace and challenge of the lesson were good, and, as a result, pupils were well motivated and worked hard. Good social development was achieved because pupils shared ideas and equipment well, and produced a map between them. They were beginning to be aware of the environment and understand where people live and what they do, and this added to their overall spiritual development well.

110. Year 2 pupils displayed more advanced mapping skills in their lesson, and added trees, woodlands, a picnic area and a camping site. They devised symbols for each of these with the teacher. For example, some discussion took place about a suitable symbol for the camping site until it was settled that they should use a representation of a tent, shaped like a tepee. The teacher made sure that everyone knew about the concept of maps, and reminded them that it is like "flying in a helicopter over the land". Teachers are laying the foundation for more advanced map work later because pupils are beginning to use accepted colours and symbols, such as blue for any water, a cross

on top of a rectangle for a church and tree shapes for woodlands. In Year 2, pupils progress to more advanced work using simple grid references to locate various features such as a pond or a school. They are learning to view things from the side and from above and there is some good work showing a flower and a swimming pool from these angles.

111. The work sample seen was limited to the current school year, so other geographical skills had not yet been covered, such as the use of the land, settlements, and aerial photographs used in conjunction with maps. However, planning shows that Year 1 pupils explore how they travel from home to school, conduct a traffic survey and later produce three-dimensional models to show the geography of an island. Year 2 planning shows that pupils carry out a village survey, learn about the urban environment and then take part in an "adopt a shopkeeper" project. In particular, they study the Hampden Park area and the local park. They study the culture and environment of the North America Indians and survey their hunting, eating and living habits compared with modern life today. In addition, pupils record the weather and use computers to record their findings.

112. The leadership of geography is satisfactory and the co-ordinator observes colleagues' lessons and checks curricular planning. A good scheme of work provides clear guidance for teachers' planning. Assessment, though broadly satisfactory, is informal and currently under review. There is a good range of resources and the subject is enhanced by visits to places in the local area and further afield, such as Newhaven.

HISTORY

113. Standards are average in Year 2. Judgements are based on the lessons observed, an analysis of pupils' work, teachers' planning and discussions with pupils about their work. Pupils, including those who have special educational needs, make good progress. There are no differences in the attainment of boys and girls. The school has made a good improvement in history, as the judgement of the previous inspection was that "standards in history barely meet national expectations and that progress over time is unsatisfactory".

114. Overall, the quality of teaching and learning is good. This is an improvement since the last inspection and the reason for the rise in standards. Year 1 pupils make good progress in their understanding of the past through the use of artefacts, books and listening to visitors speaking about clothes worn when they were young and their childhood toys. Pupils use postcards of Eastbourne in the past to help them compare similarities and differences to the seaside town of today. In a good Year 1 lesson, pupils developed their understanding well of the differences and similarities between toys from the past and the present day. The teacher used a print of a child's nursery from the early 1900s to show toys played with then and had a good selection of old and new toys for pupils to hold and touch to help them compare toys and games from long ago with the present day.

115. An analysis of Year 2 pupils' work shows that they have a sound understanding about Guy Fawkes and the gunpowder plot. They have a good understanding of the life of Florence Nightingale and use secondary evidence, such as books and pictures of her, to gather information about her life. They learn about her childhood and her work and how she helped to improve conditions in hospitals. In a good Year 2 lesson, pupils made good progress in their understanding of how people learn about the past. The teacher used a good range of methods to help pupils gain in their learning. An effective question and answer session helped pupils to think more deeply than just answering with facts that had previously been taught to them. At first, in answer to the question, "In fifty years, how will anyone know what life is like to-day?" pupils thought that someone tells you about it. The teacher explained that, although they may well be alive then, older people might not and asked, "How have you found out

about the Great Fire of London in 1666?" This helped them to realise that they have used drawings and paintings from that time, extracts from Samuel Pepys' diary, books and information from the Internet to learn about that period in history. The teacher played an extract from a video of the pupils taking part in a physical education lesson and a tape recording of them speaking to further their understanding of how people can learn about something that has happened in the past. The teacher's effective questioning, coupled with clear explanations and good use of secondary evidence, helped pupils to gain well in their learning.

116. The subject co-ordinator has great enthusiasm for the subject and has written a good policy and a good new scheme of work, which she has adapted to the needs of the school using aspects from national guidelines. This is a good improvement since the previous inspection when the school did not have a scheme of work for history. The co-ordinator monitors teachers' planning and pupils' work and has observed teaching in some classes. There is a satisfactory range of resources to support learning and sound assessment procedures to check on pupils' progress. Visitors to the school and visits to museums and castles enrich pupils' learning about historical events. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, for example, through their understanding of the life and work of famous people in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards are above average in Year 2. Pupils make good progress and achieve well in the subject in Years 1 and 2. This represents a very good improvement since the last inspection, when standards were below average and pupils made unsatisfactory progress. At that time, pupils were not given sufficient, regular, planned opportunities to develop their knowledge and skills. Improvements have come about as a result of a substantial investment in computers and the installation of a computer suite, as well as carefully planned staff training. There is also a strong emphasis on both teaching specific skills and using information and communication technology in other subjects to enhance pupils' learning. Pupils with special educational needs make good progress because they have plenty of opportunity to use computers and other equipment and receive good support from teachers and assistants.

118. The quality of teaching and learning is good in Years 1 and 2. Teachers are confident in the subject and make good use of the computer suite and computers in classrooms to teach new skills and allow pupils to explore different programs and find out what they can do. Work is planned well to provide opportunities for pupils to apply their knowledge and skills in their work across the curriculum. For example, pupils in Year 2 use CD-ROMS and the Internet to research topics such as the Victorians, the Great Fire of London and the work of selected artists. As part of their work in geography they make a plan of the school garden and a map of the local area. Pupils in Year 1 use a drawing program to produce pictures in the style of Mondrian, after learning about his work in an art lesson. Teachers provide pupils with a broad range of opportunities in all aspects of the subject, which enables them to acquire knowledge and skills at a good pace and in appropriate progression. Pupils in Year 2 have good word processing skills and combine text and graphics to produce a Christmas card. They control a programmable toy to move around the room in a predetermined way and enter data on to a program in order to create simple graphs.

119. The good features of teaching were illustrated in a Year 2 lesson, in which pupils demonstrated their competence in using a drawing and painting program to write a message for the inside of a Christmas card and decorate it. The lesson began well and captured pupils' interest and imagination as the teacher showed pupils a selection of commercial Christmas cards and discussed their contents. The teacher's clear explanation and demonstration of techniques enabled pupils to use

the 'spray' and 'brush' tools to draw or paint in some features and to create text boxes. Pupils used the mouse and keyboard confidently to type in text and select illustrations. They were given ample opportunity to explore the program and make use of its different features before learning how to save their work on to their own floppy disk. The teacher involved pupils well and reinforced earlier learning by asking them relevant questions: "How can I get a capital letter? What do I click on to if I want to draw?" Pupils learned to concentrate well on the task, to work collaboratively with a partner and to be independent. The teacher provided help for some pupils in order to ensure that they had fully understood the task.

120. There has been a very good focus on improving provision in the subject since the previous inspection. The co-ordinator has provided very good leadership and there has been a whole school focus on raising standards through the school improvement plan. Rigorous monitoring of the curriculum and of pupils' work has contributed to the rise in standards, as has a comprehensive programme of staff training. Good assessment procedures are in place, and teachers now set termly targets for pupils to achieve in the subject. The subject makes a good contribution to pupils' social and cultural development as they learn to co-operate on shared tasks and find out about the uses and importance of information and communication technology in society.

MUSIC

121. Standards are average in Year 2. Pupils achieve well, including those with special educational needs. Due to timetabling arrangements, only two lessons were observed. Judgements are based on the lessons seen, assemblies, teachers' planning and discussions with teachers. Pupils sing songs from memory well, play musical accompaniments with percussion instruments and can keep a steady rhythm while clapping. No composing or appraising of music was seen during the inspection, although there is evidence for this within teachers' planning.

122. The quality of teaching and learning is good. Good progress was seen in a Year 2 class when the teacher shared her aims for the pupils' learning with them and used resources well to help pupils gain in their understanding of rhythm. With this good lead, pupils' understanding noticeably improved during the lesson and culminated in their being able to clap a wide variety of rhythms. The quality of learning is often increased because pupils' good behaviour in lessons and their interest enable them to make the best use of the opportunities on offer. They show enthusiasm and are eager to be chosen to take on responsibility. Younger ones particularly enjoy singing and joining in with class activities. Pupils willingly take turns, help each other and listen attentively to the teachers. They applaud the skills of others and recognise the efforts made by those who are not particularly musical. When teachers allow pupils to evaluate what they see and hear, this helps them to develop their speaking skills and enrich their musical vocabulary. This is particularly helpful to those who have special educational needs. During an assembly, pupils sang tunefully, even when unaccompanied.

123. The co-ordinator is enthusiastic and very knowledgeable about the subject. During the previous inspection, the school did not have a nominated co-ordinator. The co-ordinator has written a good policy for music and has produced a very comprehensive scheme of work. This is a good improvement from the previous inspection when there was only an outline policy and a draft scheme of work. She has had no release time to monitor the teaching of music. Resources are satisfactory, but the co-ordinator has identified the need to update and replace some of the older percussion instruments. Assessment procedures are satisfactory. Pupils are able to learn to play the violin in lessons taken by specialist teachers. Pupils take part in an annual music festival with two other schools, which enables them to perform before an audience. This is good as it helps to boost their self-

esteem. Music plays an important part in the celebration of various cultures and festivals and makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

124. Standards are average in Year 2, as at the time of the previous inspection. Some games and gymnastics lessons were observed, and those observations, together with teachers' planning, form the basis of this report. There has been some good improvement since the last inspection report, namely in the quality of teaching, and the improved schemes of work. All pupils make good progress and achieve well.

125. The quality of teaching and learning is good. Teachers plan lessons well and make it clear what pupils are to learn in order to make good progress. For example, in a very good Year 1 lesson, pupils began by moving round, changing directions and incorporating a number of moves such as creating tall, narrow and low shapes. Attainment in this lesson was above average because the teacher kept up continuous instruction and demonstration, as well as evaluation of the moves pupils were making. She gave very clear explanations of what was wanted, and pupils learned well as a result, making their own simple sequences by the end of the lesson.

126. Pupils work well together, as when in the other Year 1 lesson they were responding to a poem read by the teacher. They interpreted the words well, working in pairs and shadowing one another effectively. For example, "Shadow, shadow, curled up small, I can make you grow up tall" produced some low, curled shapes stretching to standing or moving on tiptoes. Both pupils in the pair had the chance to lead, and they responded well to instructions, behaving and concentrating well throughout the lesson. Teachers give pupils the chance to demonstrate their good work. For example in Year 2, three pupils were not doing physical education but they were asked to choose and evaluate the good work of others. When they had made their choices, the pupils chosen demonstrated what they had been doing for the whole class to see.

127. Pupils understand the need for a warm-up activity, and move around the hall with good regard for themselves and for other pupils' safety. In the Year 2 lesson, the apparatus had been put out for them, leaving no opportunity for them to practise moving mats or benches applying the safety rules. Evaluation is a good feature in lessons. Teachers stop the activity and ask for demonstrations so that everyone can look for good points and things that will improve the sequence or activity.

128. Scrutiny of teachers' planning shows that pupils in Year 1 are given the opportunity to learn skills such as running, jumping and hopping. They begin to use basic skills for ball control, throwing and catching and prepare for later games activities. Teachers prepare elementary invasion games using hoops and beanbags, and pupils learn how to attack and defend. They throw and catch while still and while moving, and learn to control large balls. In Year 2 pupils progress to using racquets, learn striking skills, aim at moving targets and begin dribbling and interception skills. There is more progression towards full games in Year 2, and pupils learn to look for spaces and understand some of the rules of the games they play.

129. The subject is well led by a competent and knowledgeable co-ordinator. There has been good improvement since the last inspection. Schemes of work feature largely in this improvement and they provide for pupils to make good progress in acquiring different skills as they move through the school. Elements of games, dance and gymnastics are incorporated well. Resources are good and enable teachers to plan for all aspects of the curriculum. Outside areas include good playground space and

the use of a large field, both of which add considerably to the resources available for pupils. Sports Day takes place annually on the field.

RELIGIOUS EDUCATION

130. Pupils' knowledge and understanding of religious education meet the expectations of the locally agreed syllabus, and this finding matches that of the last inspection. Good improvements include the quality of teaching, which was satisfactory at the time of the last inspection, and is now good. Other good features include the way in which religious education promotes pupils' spiritual, moral, social and cultural development, the provision and use of religious resources, such as artefacts and pictures, and good links with the local church. Assemblies also enrich the religious education programme well. Pupils make good progress and achieve well, including those who have special educational needs.

131. The quality of teaching is good, with some that is very good. Teachers plan well for pupils to cover a range of topics and different faiths. For example, in a very good Year 1 lesson, pupils learned about the origins of the Hindu festival of Diwali. They were actively involved, taking the parts of Rama and Sita as the teacher re-told the story. The lesson was enlivened by colourful costumes and masks, and pupils also saw examples of Rangoli patterns used by Hindus at the time of this festival. The teacher made learning exciting and this motivated pupils very well, enabling them to really feel part of the story and understand how the characters may have felt. The lesson was followed up well by an assembly on the same theme. Later in the week a parent was due to come and talk to the pupils, telling them more about her faith and how her family celebrate Diwali. There were good links with English, as pupils had the opportunity to read and discuss the story in the literacy hour.

132. Year 2 pupils were learning about Advent and the coming of Christmas. They understand the significance of light and candles. Many pupils have made candles from paper and card at home and they were decorating the corridors of the school. Pupils understand that Jesus is often thought of as the light of the world. Spiritual development is promoted well in religious education. For example, pupils in Year 2 were thrilled and amazed at the large picture of the world taken from outer space that they saw in one of their lessons. Role-play is a good feature of pupils' learning, as when Year 2 pupils acted the parts of eager children in the car, anxious to arrive at their holiday destination. Others took on the role of children waiting for Christmas or birthday presents, when the class considered Advent as a time of expectancy for Christmas and the coming of Jesus.

133. Teachers take pupils to visit the local church and they understand some of the things that can be seen in a church such as a pulpit, a font, and a lectern. Year 2 pupils labelled the aisle, the altar and the stained glass windows in a picture of the church. Analysis of last year's work shows that pupils have learnt about Hanukkah and Sukkoth in their work on Judaism. They know the story of Moses and the Ten Commandments in the Jewish Torah, and God's special rules. Matching this was some work about rules for school and home, and pupils devised some for themselves. One pupil drew a picture of Elmer the elephant whose skin was a patchwork of colours. "God love us all," he wrote, "and it doesn't matter what his skin looked like." Pupils learned about Remembrance Day, Christingles and Palm Sunday, as well as the objects used in a church for communion such as a chalice and patten.

134. An experienced teacher, who is new to this post, leads the subject, and a satisfactory start has been made in a very short time. One good initiative is the information sent to parents about religious education, what it offers, and how pupils can make progress in a variety of aspects of their school life through its work. Resources for the subject are good and enable teachers to plan well and allow pupils to see and handle religious objects from the various faiths they study. There are good links with other

subjects, particularly English, but limited use of information and communication technology to support and extend learning.