

INSPECTION REPORT

PERRYFIELDS INFANT SCHOOL

Chelmsford

LEA area: Essex

Unique reference number: 114924

Headteacher: Mrs Anne James

Reporting inspector: Mr. Paul Evans
20737

Dates of inspection: 23rd – 26th September 2002

Inspection number: 247511

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Lawn Lane Chelmsford Essex
Postcode:	CM1 7PP
Telephone number:	(01245) 268714
Fax number:	(01245) 344296
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs R O'Riordan
Date of previous inspection:	November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20737	Mr P Evans	Registered inspector	Mathematics Information and communication technology Design and technology Physical education English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well does the school care for its pupils? What should the school do to improve further?
9420	Mr D Martin	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
27799	Mrs A Nicholson	Team inspector	Foundation Stage Special educational needs Science Geography History Religious education	How well is the school led and managed?
20534	Mrs N Perry	Team inspector	Educational inclusion English Art Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Perryfields Infant School is providing education for 128 pupils, 69 boys and 59 girls, from four to seven years of age. Children join the school's Reception class in September and January and at the time of the inspection 15 children were attending the school's Reception class full time. Approximately half the pupils live in the area surrounding the school with the others coming from other areas of Chelmsford. The number of pupils who are eligible for free school meals is below the national average. The proportion of pupils on the school's special educational needs register is below the national average as is the number of pupils who have a statement of special educational need. There is a small number of pupils who come from ethnic minority backgrounds. There is a higher than average number of pupils for whom English is an additional language although all these pupils are truly bilingual. On entry to the school children's attainment is broadly in line with expectations for their age.

HOW GOOD THE SCHOOL IS

The overall effectiveness of Perryfields Infant School is good. Standards, in national tests, in 2001, show that the school's results were well above average in writing, above average in reading and average in mathematics when compared to those of all schools nationally. The overall quality of teaching in the school is good, but there are inconsistencies between the quality of teaching in different classes. The leadership and management of the school are both good.

Considering its context, the standards that it achieves, the level of education that it offers to all its pupils and the money that it spends, Perryfields Infant School provides satisfactory value for money.

What the school does well

- It enables pupils to reach above average standards in English, mathematics and science, by the time that they leave the school.
- By the time that they leave the school, pupils' standards in information and communication technology and design and technology are above expectations.
- Standards in reading and writing have consistently remained above the national average since 1998.
- Children in the Foundation Stage make good progress.
- Pupils' with special educational needs and those for whom English is an additional language make good progress throughout the school.
- The leadership of the headteacher gives good, clear educational direction to the school.

What could be improved

- The quality of teaching is not sufficiently high in some lessons in Year 1.
- The management of pupils' behaviour, by some teachers is less than satisfactory.
- The level of assessment information about pupils' progress is less than satisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Perryfields Infant School was last inspected in November 2000. The school was judged to be underachieving and several key issues were raised for the school to address. All these issues have been at least satisfactorily dealt with and some have been addressed very well. Good and very good procedures have been developed in response to the Key Issues, however, some of these have had insufficient time to positively affect pupils' standards. Standards have been raised for higher achieving pupils. Overall the school has made satisfactory improvement since the last inspection.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
Reading	B	B	B	D
Writing	A	B	A	C
Mathematics	C	E	C	D

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

On entry to the school's Reception class children's levels of attainment are in line with what is expected for their age. Inspection evidence supports the view that the vast majority will exceed the targets for children of their age, in all six areas of learning, as set out in the national early learning goals for the foundation curriculum by the time that they enter Year 1.

In the 2001 national tests for seven-year-olds the school's results were well above average in writing, above average in reading and average in mathematics. Standards in science, according to teacher assessment, were above the national average. In 1999 standards in writing were well above average, above average in reading and average in mathematics. In the 2000 national tests standards fell in writing to above average and well below average in mathematics. Standards in both these subjects improved in the 2001 national tests back to the results achieved in 1999. Reading standards have remained above average each year since 1999. The unconfirmed results of the tests in 2002 show a further improvement in standards in all three areas.

When compared to the results of similar schools the school's results were average in writing and below average in reading and mathematics. Inspection evidence shows that, as pupils leave the school, standards in English, mathematics and science are now above average. Standards in design and technology and information and communication technology are above national expectations. Standards in physical education, art and design, music, religious education, history and geography are in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and the majority have a positive attitude to their work.
Behaviour, in and out of classrooms	Good. The behaviour of the great majority of pupils is good both in and out of classrooms. A small number of pupils are not well managed by teachers in some lessons which distracts others from their learning.
Personal development and relationships	Good. All pupils learn right from wrong and the effects of their actions on others. Relationships with other pupils and all staff are good.
Attendance	Good. Attendance is above the national average.

The behaviour of pupils is good throughout the school, except on those occasions when teachers do not manage behaviour successfully. One of the strengths of the school is that pupils have good attitudes to school and their learning.

TEACHING AND LEARNING

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

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

The overall quality of teaching throughout the school is good, however there is some less than satisfactory teaching in Year 1. All children in the Foundation Stage are working within the National Curriculum guidance for the Foundation Stage and lesson observations and a scrutiny of children's work show that the quality of teaching in this area is good overall. Thirty lessons, or parts of lessons, were observed altogether. The quality of teaching and learning was excellent in two lessons and very good in a further six. Teaching was good in ten lessons and satisfactory in a further seven. The quality of teaching was less than satisfactory in two lessons. Two lessons were observed for too short a time to make a judgement and another was stopped after a short time, the teacher deciding that pupils' behaviour was not good enough for the lesson to continue.

The overall good quality of teaching and learning and the ability of the majority of teachers to manage pupils' behaviour well, combine to produce satisfactory, good or better learning in almost all lessons. The quality of teaching observed in English and mathematics lessons confirms that the skills of literacy and numeracy are being well taught. This is confirmed when looking at pupils' past work. Pupils with special educational needs are well catered for and make good progress. The teaching of these pupils is good, with very effective help often given by teachers' assistants. There is a higher than average proportion of pupils for whom English is an additional language. However, all these pupils are truly bilingual and no specialist provision is required. They all make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers its pupils a broad and balanced curriculum. This is enhanced by the very good provision of extra-curricular activities.
Provision for pupils with special educational needs	Good. Teachers and teaching assistants provide very good support to enable these pupils to make good progress.
Provision for pupils with English as an additional language	All pupils for whom English is an additional language are truly bilingual and are making good progress in the school in line with their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' moral, social and cultural development is good. The provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Satisfactory. Staff pastoral care is good but there are weaknesses in some teachers' management of behaviour. Procedures for monitoring attendance are less than satisfactory.

The relationship between the school and parents is good. The appropriate statutory curriculum is in place and is enhanced by the very good provision of extra-curricular activities. The provision for pupils' personal development is good and the provision for their welfare is also good. Teachers are beginning to gather information about pupils' progress, as the school's new policy for assessment is implemented. However, this has not yet been in place long enough to have had an impact on the standards that pupils achieve. This is also the case with the new procedures for tracking pupils' progress through the school. Attendance registers are often not properly completed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a good clear educational direction for the school. There is a strong working relationship between the headteacher and deputy headteacher. Teamwork is improving, but not all teachers have fully accepted the changes being implemented in the school.
How well the governors fulfil their responsibilities	Good. The governing body is effective in fulfilling its statutory duties and has a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The key issues from the last inspection have all been addressed.
The strategic use of resources	Very good. The school makes very good use of strategic funding and ensures this is spent appropriately to improve standards.

There is a good match of teaching and support staff to the demands of the curriculum. The adequacy of learning resources is very good as is the school's accommodation. Children in the foundation stage have access to a dedicated outdoor area with wheeled toys and large-scale equipment.

There is a very strong relationship between the headteacher, the deputy headteacher and some of the teachers. However a few teachers have been resistant to the changes which are being implemented in order to respond to the last inspection report. This is slowing the rate at which teamwork is growing in the school. The school ensures that it uses strategic funding very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children like attending school. • They are comfortable to approach the school with any questions or concerns. • The quality of teaching in the school. • The fact that the school helps their children to become mature and responsible. • The high expectations that the school has for their children. • The good progress that their children are making in school. • The behaviour of pupils within the school. 	<ul style="list-style-type: none"> • The range of extra-curricular activities offered by the school. • The working relationship between the school and parents. • The information that they receive about their children's progress. • The leadership and management of the school. • The amount of homework that their children receive.

Inspection evidence supports the positive views of parents who returned the questionnaire and attended the meeting for parents. It shows that there is a good amount of homework given to pupils, which is appropriate for their ages and levels of ability. The school provides a very good range of extra-curricular

activities, which have a positive effect on the learning of the pupils who take part. While there is room for further improvement, the information provided for parents is good. The leadership and management of the school are good. The working relationship between most parents and the school is satisfactory and continuing to improve. In these areas inspection evidence does not support the views of a small minority of parents. During the week of the inspection a number of parents spoke to inspectors when bringing or collecting their children from school. All parents spoken to were very supportive and complimentary about the work of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection in November 2000, standards were judged to be above average in speaking and listening and reading. Writing was average but spelling and handwriting were weaker aspects of English. Standards in science were judged to be average, except in the area of investigation and experimentation which was below average. Mathematics standards were below average. Children in the Foundation Stage were making good progress and were exceeding the Early Learning Goals by the time that they moved into Year 1. By the time that they left the school pupils reached standards in religious education and information and communication technology which were in line with expectations. Standards in all other subjects were judged to be in line with expectations for their age.
2. When they enter the school's reception class, children's levels of attainment are in line with what is expected for their age, as shown by tests and assessments shortly after they join the school. By the time that they enter Year 1 the majority of children achieve the targets in the national Early Learning Goals in all six areas of learning.
3. In the 2001 national tests for seven-year-olds the percentage of pupils achieving Level 2 or above, the expected level for pupils of this age, was well above the national average in reading and well above average in writing. Standards in mathematics were in line with the national average. However, the percentage of pupils achieving the higher than expected Level 3 was above average in writing and close to the national average in reading and mathematics. In science in 2001 the percentage of pupils reaching Level 2 or above, according to teacher assessments, was above the national average. However, according to teacher assessment, the percentage of pupils achieving the higher Level 3 in science was below the national average.
4. When compared to the results of schools with a similar level of entitlement to free school meals, the school's results in 2001 were average in writing but below average in reading and mathematics.
5. The school has maintained standards consistently above national averages, in reading and writing since 1998. In mathematics, the picture is more varied with moves upwards and downwards from year to year. However, the overall trend between 1998 and 2001 has been upwards and broadly in line with the national level of improvement.
6. Inspection evidence shows that standards in English, mathematics and science are all above average at the end of Year 2. The effectiveness of the introduction of strategies for the teaching of literacy and numeracy are both good. Inspection evidence indicates that increasing numbers of pupils are reaching standards that are above average in English because of the focus placed on this area by the school and because of the increasing emphasis placed on the development and use of basic English skills in all subjects of the curriculum. Speaking and listening skills are good throughout the school. However, when teachers, in some lessons, do not manage pupils behaviour well this results in unsatisfactory behaviour which limits pupils' progress. Standards in reading are good overall. However, some less able readers are still working at single word level and their knowledge and understanding of letter sounds and blends is less than satisfactory.
7. Standards in writing are good and some are very good in Year 2. Pupils learn to identify a good range of parts of speech. They learn to use and change tenses and to make their writing more interesting by choosing "finer" adjectives. Longer pieces of writing are used, not only in English work but also in a good range of other subjects. However, pupils' skills of handwriting and their presentational skills are still less than satisfactory, which was the case at the last inspection. Overall, standards in English and literacy are above average in Years 1 and 2. This shows good improvement since the last inspection, particularly in writing.

8. Standards in numeracy are good overall, with a significant number of pupils achieving standards that are above average for their age. All pupils are encouraged to develop skills of mental calculation and the ability to explain their strategies for calculation. In most lessons, all pupils are given work at their own level, because of teachers' good questioning skills and good knowledge of each pupil's level of ability. There is appropriate development of number, algebra, shape, space and measurement and, although it is not a requirement at this age, pupils have a good introduction to data handling and graphical representation. For example, pupils' work shows a variety of frequency charts, pictograms, block graphs and pie charts that pupils had made using computers. They collect data on subjects such as car colours or the favourite sweets of their classmates. When this type of work is undertaken it has a positive impact on pupils' learning in mathematics. The areas of investigation within mathematics and the use of mathematical knowledge and understanding in other subjects are well developed.
9. The school's results in mathematics have fluctuated year on year since 1998. There has been a very good improvement in the overall standards achieved, at the end of Year 2, in mathematics since the time of the last inspection. At that time standards were below average. Also, at that time, the National Numeracy Strategy was not in place and expectations for pupils' attainment in mathematics have risen since then.
10. Teachers' assessments of the number of pupils who will reach average and above average levels at the end of Year 2 are suitably accurate in English, mathematics and science. However, the school's target-setting procedures although now well developed were only implemented recently together with good procedures for assessing pupils' progress. These have not yet had time to impact on pupils' standards. As these policies become effective information will be used to track pupils' progress through the school. Until this happens the use of assessment information remains less than satisfactory.
11. Pupils with special educational needs are identified promptly because the school implements 'Special Focus' support for pupils whose needs are less than the Action stage in the new Code of Practice. Pupils receive good support, especially from teaching assistants, and make good progress towards the targets set on their individual education plans. While there is an above average proportion of pupils who have English as an additional language, all of them are truly bilingual and no extra support is required in this area.
12. At the end of Year 2, standards in information and communication technology and design and technology are above national expectations. This represents good progress in these subjects since the last inspection, when standards in all three were judged to be in line with expectations. In history, geography, music, art and design, physical education and religious education, standards are in line with those expected. Standards in these subjects remain at the same level as at the last inspection, showing satisfactory progress.
13. There is no significant difference between the standards achieved by boys and girls. The school focuses well on raising standards in English, mathematics and science. The school has good procedures to ensure that all pupils are fully included in all its activities.

Pupils' attitudes, values and personal development

14. Pupils throughout the school, including those with special educational needs, pupils from minority ethnic backgrounds and those for whom English is an additional language have positive attitudes to their work and are keen to come to school. There is a generally happy atmosphere where pupils can work and play together and most pupils show interest in their lessons and concentrate well. The range of extra-curricular activities provided for pupils are well attended and they enjoy taking part in these.
15. When working in small groups, pupils with special educational needs show confidence, are interested and want to succeed. Good support by teaching assistants enables these pupils to contribute to most whole-class sessions. They are generally well behaved and sensitively

- managed by staff, although a minority of teachers lack strategies to manage challenging behaviour. These pupils join in all aspects of school life and take responsibility when it is offered. The lunchtime 'club' provides very good support for pupils who find it hard to work and play with others.
16. Pupils' social and moral development are both good. Pupils are aware that oppressive behaviour, such as bullying, will not be tolerated and therefore there are almost no such incidents. Parents endorse the view that behaviour is good and pupils have good attitudes and respond well to the school rules. Pupils are generally courteous to one another and are polite to adults, including visitors. They are orderly when they move around the school and on entering and leaving assemblies. They behave well in the dining room and when in the playground. Pupils in all year groups regularly work in pairs or small groups to discuss elements of their work and some teachers make very good use of interactive teaching methods to take full advantage in developing pupils' speaking and listening skills. Their experiences of preparing and performing to their schoolmates, parents and to others in the wider community, help pupils to identify with the feelings and experiences of other people and to develop an awareness of community. Most pupils generally show respect for each other, for example, when they listen carefully to each other's contributions during discussions. They show respect towards adults, are polite to visitors and are pleased to share in each other's achievements. Pupils' behaviour is good and they are very aware of the difference between right and wrong. However, there is a significant minority of pupils who have not yet learned to listen to their teachers or each other. Some teachers do not have good strategies for managing pupils' behaviour and they do not have the full attention of all pupils at all times.
 17. Relationships in the school are good. The school lays great emphasis on good relationships between staff and pupils and it has been very successful in developing these. These positive relationships with each other and with adults make a significant impact on pupils' personal development. As a result of the good relationships between pupils and their teachers, pupils are confident to tackle their activities, even if they find these difficult and they respond to teachers' questions well. Pupils respond very well when teachers use interactive approaches to learning and most pupils work equally well in groups, pairs or on their own.
 18. The cultural development of pupils is good. All pupils mix well across gender, ethnic and ability groups and play well in an atmosphere of mutual trust and harmony. Whilst pupils recognise individual differences, their friendships cross racial barriers and racism is not an issue. No instances of bullying were seen during the inspection. Pupils with special educational needs and those for whom English is an additional language are keen to participate fully in lessons, activities and school events. The positive ethos of inclusion in the school enables them to be confident, take pride in their achievements and become fully integrated into the school's social fabric. They also respond well and appreciate the efforts of support staff to help them make progress. Pupils begin to develop an understanding of different religious beliefs and to respect them. This is a good beginning to their learning to live in a multi-cultural society. The spiritual development of pupils is satisfactory. Pupils show awareness of spirituality, know right from wrong and some of the distinguishing features of a multi-cultural society. Assemblies during the inspection offered pupils appropriate moments of prayer or reflection to develop their spiritual awareness and self-knowledge. However, there are insufficient well planned activities which place emphasis on the spiritual aspects of art and music and as a result opportunities are missed. From the Reception class upwards pupils are encouraged to reflect on their work, for example, during the plenary element of lessons. During circle time and religious education pupils are given opportunities to reflect on caring for each other and the environment. Pupils are encouraged by their teachers to take responsibility for each other in the playground.
 19. The school impresses on pupils and their parents the need to consider others and teachers encourage pupils to consider and care for each other. This enables pupils to develop proper respect for the feelings, values and beliefs of others and develop a good understanding the impact of their actions on others. However, some pupils do not fully appreciate how their actions affect others and the school needs to consider how this will be overcome.

20. One of the strengths of the school is that pupils have good attitudes to school and their learning. They show enthusiasm for, interest and pride in the work that they do and willingly participate in the other activities provided by the school, such as the Ocarina club. Pupils are courteous in their dealings with each other and with adults, are friendly in their approach to visitors and, for instance during meal and playtimes, they play together enthusiastically and form good relationships. They show great respect for the feelings and beliefs of others and are aware of the impact of their actions on others.
21. Pupils have a rather limited number of opportunities to show initiative and to exercise personal responsibilities but these are enthusiastically and conscientiously carried through. For instance, pupils act as librarians, assist at lunchtimes and during assemblies or carry out various classroom tasks.
22. Pupils are capable of working collaboratively, for instance in a Year 2 lesson in information and communication technology when they worked in pairs to design an environment using a modelling program. By the time that they reach Year 2 many pupils are able to work independently.
23. The behaviour of pupils is good throughout the school, except on those occasions when teachers do not manage behaviour successfully. There is a small minority of pupils who shout out or behave in other inappropriate ways. When teachers do not control this it distracts others, detracts from the lesson and has a detrimental effect on the learning of other pupils.
24. Attendance is good. In the academic year 2000/2001 the overall attendance rate was broadly in line with and unauthorised absences were below national averages. In the last year the overall rate has increased, as a result of a decline in authorised absences. The punctuality of pupils arriving for the morning session is good.

HOW WELL ARE PUPILS TAUGHT?

25. During the inspection, 30 lessons, or parts of lessons, were observed altogether. The quality of teaching and learning was excellent in two lessons and very good in a further six. Teaching was good in ten lessons and satisfactory in a further seven. The quality of teaching was less than satisfactory in two lessons. Two lessons were observed for too short a time to make a judgement and another was stopped after a short time, the teacher deciding that pupils' behaviour was not good enough for the lesson to continue.
26. The overall good quality of teaching and learning and the ability of the majority of teachers to manage pupils' behaviour well, combine to produce satisfactory, good or better learning in almost all lessons. The quality of teaching observed in English and mathematics lessons confirms that the skills of literacy and numeracy are being well taught. This is confirmed when looking at pupils' past work. This represents good improvement, in the teaching of mathematics, since the last inspection when teachers' knowledge and understanding of the subject were judged to be a weakness.
27. The teaching of pupils with special educational needs is good overall. Teaching assistants are developing good strategies to support these pupils in class and receive regular training. The special needs co-ordinator provides very good support to ensure that individual education plans are well focused on their needs and that these plans are included in whole class planning. There is a higher than average proportion of pupils for whom English is an additional language. However, all these pupils are truly bilingual and no specialist provision is required. They all make good progress.
28. Teaching in the foundation class is good. The teacher has established clear routines, uses resources well and has high expectations for pupils' progress. She has clear plans to help pupils become more independent as the year progresses. The teacher plans the curriculum carefully so that children are working towards the Early Learning Goals (The standards that children are expected to achieve before joining Year 1).

29. The quality of teaching and learning in literacy and numeracy in Years 1 and 2 is good overall. However, while the quality of teaching in literacy, seen in Year 2, was excellent in both lessons observed, it was good or satisfactory in Year 1. Similarly the quality of teaching observed in numeracy lessons in Year 2 was good or very good and in Year 1 it was satisfactory. The evidence gained from looking at pupils' past work in literacy shows that the quality of teaching and learning in handwriting is inconsistent. This shows no improvement since the last inspection. In pupils' past work in numeracy the balance between the teaching of number, algebra, shape, space and measures is good. Pupils learn the principles of data handling and the use of graphical representation, which are not requirements for pupils of this age. Pupils use computers regularly to do this type of work. Investigative tasks in mathematics are wide ranging and investigation is well used to promote pupils' learning. All teachers also ensure that pupils use their mathematical knowledge and understanding well in other subjects. This promotes pupils' mathematical learning well.
30. Teachers' subject knowledge is good overall. It is good in English and mathematics. In all classes in Years 1 and 2 there is generally good knowledge of how to teach phonic and number skills, which helps pupils to make good progress in the basic skills of literacy and numeracy. However there is a weakness in the teaching of letter sounds and blends to pupils of lower ability. Together with the school's good strategies for using literacy and numeracy skills in other subjects, this has a significant effect on the learning of pupils in these subjects.
31. Overall teachers' planning is unsatisfactory. While yearly and half-termly planning is good, teachers' weekly planning is inconsistent. The school has promoted a system of weekly planning which, when properly undertaken produces good results. However not all teachers consistently follow this agreed system consistently. The knowledge and understanding of learning objectives and success criteria for lessons are not fully understood by some teachers and further professional development is required to improve this area of teaching. Sometimes teachers specify appropriate learning objectives in their planning, although these are not always shared with pupils, which limits their knowledge and understanding of their own learning.
32. At the time of the last inspection the school was required to develop systems for the assessment of pupils' progress in lessons, over longer time and throughout the school. This has been accomplished well. The recording of assessments of progress for individual pupils in lessons was seen being undertaken, by teachers and teachers' assistants, during the inspection. However, the systems are only just being fully implemented and consequently have not yet had time to impact on pupils' levels of achievement. In the meantime, teachers are using their good knowledge and understanding of pupils' abilities to match work more closely to individual pupils' levels of development, with some success. However, until the level of assessment information builds up, the effectiveness of the systems will not be apparent. At present the use of assessment information is less than satisfactory.
33. Teachers enable support staff to share teaching plans and brief them in good time for what support is needed. Teachers often plan to include information and communication technology in lessons on other subjects. For example, in a very good Year 2 mathematics lesson the teacher directed pupils to the computers during the main task. The work they undertook was an extension of the current lesson in calculating totals in money. This was good use of information and communication technology and contributed well to pupils' learning. However, while there are computers available for pupils to use during lessons this is not regularly planned for and this limits the learning of some pupils.
34. The quality of marking is good overall. Teachers regularly mark pupils' work and often add written comments, giving praise for the work completed. This raises pupils' levels of self-esteem and self-confidence. Teachers also use written comments well to help pupils to improve their work. The sharing of learning objectives in lessons is not consistently used well to set pupils' short-term targets. Some teachers do not fully understand how to set clear learning objectives. They do not always share them with pupils nor regularly repeat them throughout lessons, so that pupils have a clear understanding of what they are expected to learn.

35. There are weaknesses in the standards of presentation which teachers expect. For example, although pupils are learning joined writing, there is too long between handwriting lessons. This means that the development of a good joined style is slower than it should be. Evidence from pupils' past work shows that teachers rarely insist on good handwriting and good standards of presentation, except on some occasions for final drafts and for display work. This means that pupils do not always take a pride in the appearance of their work.
36. During lessons teachers do repeat key vocabulary in different sentences and questions so that pupils, including those with special educational needs, learn rapidly. However, all teachers do not rigorously apply this good practice. Because of the lack of rigorous and regular monitoring, of the quality of teaching, which is being implemented from this term onwards, this and other inconsistent practices have not been identified as areas for improvement.
37. The school has a policy in place for the management of pupils' behaviour. It has been identified for review but has not been a priority since the last inspection, as the behaviour of pupils was not thought to be a difficulty. The behaviour of the great majority of pupils both in and out of classrooms is good. However, there is a significant minority of pupils who, if given the opportunity, shout out, ignore teachers' instructions, disturb others and impede the learning process. The majority of teachers have good individual strategies for managing pupils and their lessons are not disturbed in this way. However, some teachers do not have these strategies and this is detrimental to pupils' learning in some lessons. Further professional development is required to remedy this less than satisfactory situation. The school has set a date for the revision of its policy for the management of pupils' behaviour and ensuring that all staff consistently apply it. This will ensure that all pupils know exactly what is expected of them in all situations. This has not yet been done.
38. Teachers make good use of homework. Pupils are regularly set mathematics and literacy homework, including reading and the learning of number bonds. The range of homework set is good and often involves parents in their children's learning. This enhances pupils' learning.

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

39. The quality and range of learning opportunities are good for pupils of all ages. This is an improvement since the last inspection when the curriculum was judged to be satisfactory. All the subjects of the National Curriculum have been implemented effectively and are generally well resourced. The school follows the local education authority's agreed syllabus for religious education. Overall the curriculum has good breadth, balance and relevance and meets statutory requirements.
40. The school's curriculum map shows that the curriculum is appropriately organised to effectively help pupils build on their learning progressively in all subjects regardless of their ability. Recently the school has introduced a cross-curricular story-based approach to the teaching of science and the foundation subjects, which has so far been very successful in motivating pupils. The school is planning to use this to develop pupils' independent learning and research skills. The programme for personal, social and health education is satisfactory, and includes elements of citizenship. Sex and drugs education are appropriately provided through the science curriculum and the personal, social and health education programme.
41. The national strategy for teaching literacy has been implemented well since the appointment of the deputy headteacher and the strategy for numeracy is good. Both the strategies have had a positive impact on the quality of teaching and learning which is evident in teachers' confidence, skills and enthusiasm. Improvements have also arisen in other subjects because of the implementation of these two schemes. Since their implementation, teachers have planned more effective opportunities for pupils to use basic skills within other subjects. Because they have plenty of opportunities, pupils use these skills well to support their learning. For example, they know how to use information books properly and use the contents and index pages to find the

- information they need. The teaching of basic literacy and numeracy skills across the school is good.
42. The curriculum for children in the Foundation Stage is good which shows improvement since the previous inspection when it was thought to be satisfactory. It provides pupils with a good range of experiences in all the areas recommended for young children.
 43. All pupils with special educational needs receive the same learning opportunities as their peers and are fully integrated into the life of the school. Individual pupils' difficulties are well met, ensuring that they all participate in all activities. As the school meets the needs of its special needs pupils well, no child is barred from any learning opportunity. This shows good improvement since the last inspection. The new Code of Practice is well implemented and all identified pupils have specific learning targets to overcome their difficulty.
 44. The school is strongly inclusive and evidence of this was seen in all aspects of the school. All pupils are included within lessons and are very well supported by a team of highly effective support staff. All staff show respect towards all pupils and offer them appropriate choices within their learning. Pupils have opportunities to work in both mixed ability and ability groups. Teachers' questioning skills are very good and they employ a wide range to support pupils' responses and ensure that all pupils are able to contribute successfully to lessons, regardless of their ability or level of English language acquisition. Although teachers' planning in English and mathematics shows some matching of tasks to pupils varying levels of ability, this is not yet fully developed to take account of higher attaining pupils so that they are fully stretched in line with their ability. The matching of work to pupils varying levels of ability in foundation subjects is less than satisfactory and is not meeting the needs of the wide range of ability appropriately. The school's inclusive nature is also reflected through the wide range of resources available to support the curriculum. These meet the needs of all abilities, reflect the cultural diversity of the school's population and take account of the preferences of both genders. There were no obvious differences seen in the school's treatment of boys or girls during the inspection.
 45. Subject policies are in place although a number of these are in need of updating or rewriting to reflect the school's current position. The school has adopted national guidance for foundation subjects but has not yet fully adapted these to meet identified school priorities.
 46. Pupils have very good opportunities to take part in an appropriate range of extra-curricular activities, which reflect the age of the pupils. These include art club, ocarina club (held twice a week) and lunchtime club, which seeks to develop pupils' social skills. Pupils also have the opportunity to play football after school. The inspection team does not support a minority of parents' views that the school could provide a better range of experiences outside lessons.
 47. The school has developed good links with the local community, which contribute well to pupils' learning, for example, Adopt a Musician in partnership with The Britten Symphonia and the local authority, Sainsbury's Blue Parrot Healthy Eating Range, Pizza Express and M & G, a local computer and management organisation, which supported the school in setting up the computer suite.
 48. Pupils also have good opportunities to take part in a wide range of activities including educational visits, which enrich their learning significantly. They visit museums and other places of interest locally and further afield and include; The House on the Hill Toy Museum, Hyde Hall, The Fitzwilliam Museum in Cambridge and many others.
 49. Organisations such as Dr Barnardos, The National Children's Home and Guide Dogs for the Blind visit the school to talk to pupils about their work and pupils also visit a local residential centre for senior citizens to sing carols at Christmas. These links, together with other visitors to the school, such as the artist, sculptor and storyteller who all visited the school during a very successful Arts Week during the Summer term all add to pupils' learning and their understanding of the wider community.

50. The school has established links with the local junior school and co-ordinators have met with their junior colleagues to consider issues regarding the progressive teaching of skills.
51. The school's provision for spiritual, moral, social and cultural development is good, which is an overall improvement since the last inspection where it was judged to be satisfactory.
52. Provision to develop pupils' spiritual awareness is satisfactory. The school provides pupils with knowledge and insight into the values and beliefs of Christian and other faiths through the religious education curriculum. Acts of collective worship are broadly Christian in character and are used well to celebrate pupils' success and share what they have learned. Pupils sometimes play an active part in assemblies or are involved in their preparation and presentation; for example, during the inspection two pupils helped the headteacher to read a prayer.
53. Pupils' moral development is good. Teachers generally value pupils' work and regularly support and encourage them to make positive decisions about their work and to develop positive attitudes and conduct.
54. Pupils' social development is effectively promoted. From the Reception class upward pupils are expected to share ideas, resources and take turns. They are encouraged to form constructive relationships and teachers provide good opportunities for them to work collaboratively. The good links with the community enhance pupils' social confidence because they have frequent opportunities to visit places of interest and meet visiting speakers. They prepare and perform for pupils in the school, their parents and go out into the community to sing carols at Christmas.
55. The school is successful in teaching pupils to appreciate their own cultural traditions, by planned opportunities within subjects. In religious education and history pupils also learn about the differences and similarities in beliefs and moral values in the major world religions and in ancient cultures. However, these opportunities are not yet fully developed particularly in art and music lessons. Co-ordinators are aware of this and have plans to extend these opportunities. The school also takes great care to ensure that pupils have opportunities to experience the richness and diversity of non-European cultures including those within the school's own community. The school acknowledges and celebrates the festivals of other faiths, such as Diwali and the Chinese New Year.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

56. The school takes satisfactory care of pupils overall. Staff know their pupils well. Pupils are confident in their approaches to their teachers and other adults in the school and this helps them to feel happy, safe and secure.
57. The school policy for child protection and the way in which it is implemented is good. All teaching and non-teaching staff receive appropriate advice and any causes for concern are closely monitored. Practices and procedures for ensuring the health and safety of pupils and other aspects of their welfare such as their medical needs, are also good. Regular risk assessments prior to external trips, checks of structures and testing of equipment and systems, including fire drills, are organised. A recent inspection by the local authority identified only a few minor items that required attention. A policy is in place to ensure that pupils have safe access to the Internet.
58. Procedures for monitoring and promoting good behaviour are unsatisfactory. Not all teachers have strategies to manage pupils' behaviour successfully, in some lessons. The school's behaviour policy has not been reviewed as a priority and consequently teachers use their own strategies and experience in this area. A minority of teachers are not wholly successful in this. The school uses a range of rewards, including awards and stickers, the Pear Tree in the main hall and the sharing of good work at assemblies. There is also a range of sanctions available. However, the reward and sanction systems offer little that provides any imaginative incentives to the pupils. The school has good procedures for eliminating oppressive behaviour of all kinds, including bullying. Midday assistants have taken part in a behaviour management course.

59. The school carries out monitoring and subsequent action in order to promote good attendance and punctuality. Late pupils are recorded and absences are followed up in order to establish the reason. The parents of pupils who give particular concern are contacted and, if necessary, the educational welfare officer is informed. However, it is unsatisfactory that an examination of the registers showed several examples of incomplete or inaccurate entries and the statistics compiled by the school do not cover the whole of the academic year.
60. The procedures and practices for monitoring and supporting pupils' personal development, which are implemented by caring staff who know the pupils well, are both varied and good. Provision is made within the classroom, including circle time and through effective strategies such as the Lunchtime Club and the road safety walk for new pupils. The school has begun to formulate proposals for a School Council.
61. Pupils with special educational needs are well supported through careful monitoring of their progress by the special needs co-ordinator. Targets are monitored and evaluated and new targets set on individual education plans. Good use is made of outside agencies to help plan programmes of support, for example, speech therapy. The school meets statutory requirements as outlined in pupils' statements of special educational needs.
62. Overall the strategies adopted by the school to assess pupils' academic progress and achievement are satisfactory. The new policy for assessment recording and tracking is good and teachers and teachers' assistants have begun to collect information about pupils' progress. However, the use of this information to ensure that pupils are working at the appropriate level is less than satisfactory. At the time of the last inspection the school was required to develop a policy for gathering information about pupils' progress, both in lessons and over time. This has been done well. However, that policy is only just being implemented and consequently has not had sufficient time to impact on pupils' achievement. This means that the setting of work at suitable levels to match individual pupils' abilities is not yet based on good assessment information and there is not yet enough information about how well pupils progress throughout the school. This is less than satisfactory.
63. Because the school is at the early stage of gathering assessment information, short-term targets for both the class and for each pupil are still based on teachers' knowledge of their pupils. Planning is sometimes adapted according to teachers' and learning-support assistants' observations during lessons. However, although all teachers and teachers assistants now undertake assessment during lessons and record this information, there has not been enough time for this to impact on pupils' standards. The monitoring of pupils' work both in and out of lessons by subject managers is at the early stages of implementation and while the policy is good the effects on pupils' standards and achievement are not yet measurable.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. Parents, in their responses to the pre-inspection questionnaire and at the parents' meeting, largely expressed positive views of the school and what it achieves. However, a significant minority had some concerns regarding the amount of homework, the quality of information provided by the school, the school's ability to work closely with parents and the range of extra-curricular activities. Additionally, there were a substantial number of further comments appended to the questionnaire responses. Broadly, these comments and those of parents spoken to during the inspection period, related mostly to matters of communication. However, extensive enquiries during the course of the inspection did not produce evidence to substantiate most of these concerns. Governors are aware of some concerns expressed by parents, for instance regarding the cost of school trips and have taken the necessary action.
65. The school has established satisfactory links with parents. Information is provided through a diverse range of publications and events such as the monthly newsletter, induction evenings for parents of new pupils and copies of a policy for working at home. Parents are also provided with information on the topics that their children will be studying.

66. Parents of pupils with special educational needs are involved in every stage of the Code of Practice and in the school's own 'Special Focus' stage.
67. Pupils' annual reports clearly set out what they have achieved and give advice as to areas for improvement or where parents may assist in their child's development. They provide for a response from parents and the child. Parents have the opportunity to discuss the reports and other aspects of their child's education at regular parent evenings. Other statutory information for parents, such as the Governors' annual report, is satisfactory.
68. Parents and the school sign home-school agreements when pupils start school. Parents regularly come into the school to help in classroom activities and the library and assist on school trips. They are also encouraged to participate in their child's homework and therefore make a good contribution to pupils' learning at school and at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. Overall, the leadership and the management of the school are good. The recently appointed headteacher and deputy have provided strong direction through a period of rapid change. There is a good programme of monitoring and evaluation of the standards pupils achieve, the quality of work they produce, and the quality of teaching across the school. However, this programme has not yet been fully implemented, so the impact on rising standards is limited, especially in the monitoring of teaching. There has been some resistance to everyone playing a full role in this work, which limits the effectiveness of some subject leaders and allows some unsatisfactory teaching.
70. The headteacher works closely with core subject co-ordinators and governors to ensure there is a clear direction for the work of the school. The deputy head has provided good guidance to improve planning and a robust marking policy has been introduced, to good effect but this has had limited time to affect pupils' standards. Senior staff have identified appropriate areas for development and have put together an interim school improvement plan. This plan contains clear actions to promote high standards. As a result, the school is improving rapidly. However, not everyone shares a commitment to improvement, and this limits the school's capacity to succeed.
71. Performance management is in place and there are clear plans to use Threshold Assessment criteria as a model for staff development.
72. Governors are fully involved in shaping the direction of the school. They have been closely involved in making key decisions such as retaining a non-class based Special Needs co-ordinator and in maintaining a high level of teaching assistants. Financial decisions are based on the school improvement plan and the asset management plan. Governors are to be fully involved in constructing the new school improvement plan. Governors know the strengths and weaknesses of the school. There is formal monitoring by the Literacy, Numeracy, Science and Special Needs governors. There are informal 'focus' visits by groups of governors to gather information about issues such as provision for high attainers, cross-curricular links and differentiation in tasks. The chair and vice chair work closely with the headteacher, meeting with her regularly and supporting her in moving the school forward.
73. The interim school improvement plan provides a good, focused guide for school improvement. The introduction of story based curriculum planning which creates very strong cross-curricular links has been very effective in raising standards in the core subjects. Financial planning strongly supports the priorities in this plan. However, some unsatisfactory teaching is not being fully addressed and the behaviour management policy is not robust enough to prevent a small minority of pupils disrupting lessons.
74. The school is fully committed to meeting the needs of all pupils, although this is not achieved fully in lessons where planning is not well differentiated. The special educational needs co-ordinator and the teaching assistants provide very good support for pupils with a range of needs.

This enables these pupils to spend most of their time learning alongside their peers. The pupils with English as an additional language are truly bilingual and are able to participate fully in school.

75. There is good use of information technology for teachers' planning and for analysing pupil attainment. Specific funds delegated to the school to support pupils with special educational needs are used appropriately. Formula capital has been put to very good use to create a centrally located library. Resources for learning are very good in most subjects and these contribute to the improved standards. The accommodation is bright, spacious and well used. Management of the information and communication technology lessons is difficult for some classes due to the small number of computers in the suite. The school employs an appropriate number of teachers. The unusually high number of teaching assistants has a very positive impact on standards achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to raise standards even further the headteacher, governors and staff should:

(1) Improve the quality of teaching by:

- a) providing professional development for teachers in the management of pupils behaviour, in order to maintain a positive learning environment in all lessons;
- b) developing and implementing a whole school behaviour policy to ensure a consistent approach by all staff;
- c) fully implementing and evaluating the new policy for the monitoring of the quality of teaching in lessons, by senior staff and subject managers; and
- d) ensuring, through monitoring that all teachers consistently follow the guidelines for lesson planning contained in the good policy for teaching and learning.

(paragraphs 6, 15, 16, 23, 29, 32, 36, 37, 58, 69, 107, 120, 130, 134, 140, 143, 154 and 168)

(2) ensure that each pupil's progress, in lessons, over time and throughout the school is rigorously monitored by:

- a) fully implementing and evaluating the newly developed policy for the assessment, monitoring and tracking of pupils' progress.

(paragraphs 32, 62, 63, 69, 100, 104, 107, 112 and 130)

The governing body may also wish to include the following minor issue in its action plan:

- registers of attendance are often completed incorrectly (paragraph 59).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	10	7	2	0	0
Percentage	7.5	22	37	26	7.5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	128
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	36	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	34	35	34
	Total	59	60	59
Percentage of pupils at NC level 2 or above	School	95 (92)	97 (100)	95 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	24	25
	Girls	33	34	35
	Total	58	58	60
Percentage of pupils at NC level 2 or above	School	94 (98)	94 (89)	97 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background

No of pupils on roll
117
0
2
2
0
1
1
0
2
0
1
0
1
0

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

Chinese
Any other ethnic group
No ethnic group recorded

1
0
0

0	0
0	0
0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	16
Average class size	21.3

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	130

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	494978
Total expenditure	436176
Expenditure per pupil	2397
Balance brought forward from previous year	-34861
Balance carried forward to next year	23941

Recruitment of teachers

Number of teachers who left the school during the last two years	3.7
Number of teachers appointed to the school during the last two years	2.4

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	181
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	1	0
My child is making good progress in school.	44	49	5	0	3
Behaviour in the school is good.	44	46	5	0	5
My child gets the right amount of work to do at home.	36	51	12	0	1
The teaching is good.	47	49	5	0	0
I am kept well informed about how my child is getting on.	26	47	21	5	1
I would feel comfortable about approaching the school with questions or a problem.	50	41	5	4	1
The school expects my child to work hard and achieve his or her best.	45	50	4	0	2
The school works closely with parents.	26	41	23	5	4
The school is well led and managed.	32	43	14	5	5
The school is helping my child become mature and responsible.	46	47	4	1	3
The school provides an interesting range of activities outside lessons.	16	21	37	14	12

Other issues raised by parents

Inspection evidence supports the positive views of parents who returned the questionnaire and attended the meeting for parents. It shows that there is a good amount of homework given to pupils, which is appropriate for their ages and levels of ability. The school provides a very good range of extra-curricular activities, which have a positive effect on the learning of the pupils who take part. While there is room for further improvement, the information provided for parents is good. The leadership and management of the school are good. The working relationship between most parents and the school is satisfactory and continuing to improve. In these areas inspection evidence does not support the views of a small minority of parents. During the week of the inspection a number of parents spoke to inspectors when bringing or collecting their children from school. All parents spoken to were very supportive and complimentary about the work of the school.

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

77. Standards for children in the foundation stage are above average. The teacher plans the curriculum carefully so that children can work towards the Early Learning Goals (The standards that children are expected to achieve before joining Year 1).
78. Stepping Stones (progressive steps towards the goals) are used in planning. Because it is early in the term and because early assessments have not yet been completed, these are not yet closely linked to the achievements of individual children. Children have good opportunities to work with their friends on activities that develop their social, creative and language skills well. All children have equal access to the curriculum on offer and the way that all children are fully included in all activities is good. The teaching of basic skills is carefully structured and promotes good learning. The results of tests and assessments for previous intakes show that children have broadly the expected standards for their age on entry to school.
79. Teaching in the foundation class is good; the teachers' enthusiasm is reflected in children's eagerness to learn. There are very good relationships in the class, both between children and between children and adults. This helps children to feel secure and to take part in class activities confidently. This confidence is further promoted by the clear routines the teacher has established, for example, all children know what is expected of them at 'tidy-up' time. The teacher is imaginative in the resources she organises for the children. For example, a basket full of toys is well used to help children identify the initial sounds in words and to match the written letter. Learning is less good when a task is too easy, or when the teacher controls the activity too closely. Children are already choosing some of the resources they need for a task, for example when modelling with clay, but on other occasions are handed everything they need by an adult. However, it is early in the school year and the teacher has clear plans to help pupils be more independent as the year progresses.
80. Children are happy and most are very confident in the class. Good support is given by the teacher and by the teaching assistant to those who are less confident. Children work and play together well and mostly listen carefully. A minority are inclined to call out rather than waiting their turn and some can be boisterous and noisy if not fully occupied. There are good strategies to involve parents in the work of the class. Slips are sent home to tell parents what children have been discussing that day. Story sacks and 'Barney Bear' go home in turn and children take home library books to share with parents or carers. These are effective home/school links.

Personal, social and emotional development

81. Inspection evidence shows that by the time they leave Reception, most children will have achieved the Early Learning Goal in this area, because of good teaching. They mostly listen well and understand classroom routines. Children work well with each other; for example when making up and acting out a story in 'Percy's Hut'. They co-operate very well when playing whole class games in physical education, understanding and obeying the rules very well. They can organise themselves, getting physical education kit and putting their clothes tidy and are confident to tackle new tasks. Although it is the beginning of their school life, there are not yet enough opportunities for children to get the resources they need without adult help. However, the classroom is carefully organised and well resourced to promote independence as the term progresses.

Communication, language and literacy

82. Children enter the Reception class with a wide range of attainment in reading, writing, speaking and listening. Most are confident to start a conversation with friends and with new people.

Children use language to develop their play in an imaginative way, for example, when playing with boats in the water tray, “Help, my boat is sinking” and “I’ll get a rope”. Most are interested in books, and enjoy following a story. The most able can suggest what might happen next and can express opinions about what characters might be thinking or feeling. Most can follow a repetitive pattern in a story, for example one ‘owl baby’ says “I want my mummy” on each page and children ‘read’ this each time it occurs. Most children can identify initial sounds in words and the most able can identify some written letter sounds.

83. Most children are likely to achieve the Early Learning Goals, for speaking and listening and for reading, because of good teaching. The development of writing skills is at an early stage. Most children have a correct pencil grip and can colour inside a solid shape. Structured handwriting sessions are adapted to meet the needs of each child. However, children need to be encouraged to see themselves as writers and to write as part of their play in order to achieve the Early Learning Goal for writing.

Mathematical development

84. The teaching of mathematical development is good and enables children to learn well. Almost all children are making good progress in using numbers. They can touch-count accurately to ten and some can recognise numerals to five. Progress is also good in shape, space and measure. Children can name simple 2D shapes and describe them using terms such as ‘corner’, ‘sides’ and ‘curve’. In play situations some children are beginning to use calculation skills such as ‘I need three more bits of track’. Most children are in line to achieve the Early Learning Goals for mathematics.

Knowledge and understanding of the world

85. Attainment is good in this area, because of good teaching. Pupils have the self-confidence to investigate, observe and try out new ideas, for example, when creating texture on clay models. Almost all pupils can use scissors fairly accurately and use a glue stick effectively; they have good opportunities to explore malleable materials such as clay. They can identify features in the natural world for example, sorting conkers, acorns and cones. Most are very confident with information and communication technology, and can name the main parts of a computer. They can use a computer mouse accurately to move and fix images for ‘Hide the Teddy’.

Physical development

86. Children are developing appropriate skills in most areas of physical development and are on track to meet this Early Learning Goal. They can work with malleable materials such as clay to achieve a planned effect. They are developing a good sense of space, for example when sitting on their ‘magic mats’ in the classroom. They can move round the hall without colliding during exiting games in physical education. The quality of teaching is good.
87. They can line up without pushing each other. This is the result of careful teaching and explanation. There are good opportunities for children to run, throw and catch and ride on a variety of toys because of a well planned secure outside play area, which is well used as part of independent activity sessions.

Creative development

88. Because of good teaching, almost all children are in line to meet the Early Learning Goal in this area. They can discuss music they have listened to and remember the instrument. They are beginning to join in with songs in the classroom and to request favourites. Their drawing and painting skills are developing well. For example they have painted pictures of the class pet rabbit. They play co-operatively as part of a group, making up and acting out a story, for example when playing with the train set, or with the puppets in ‘Percy’s Hut’.

ENGLISH

89. In the 2001 National Curriculum tests for seven-year-olds, standards in reading were above the national average but below average for similar schools. Standards in writing were well above the national average and broadly in line with similar schools. Whilst the percentage of pupils attaining the expected Level 2 in reading was well above the national average, the percentage who reached the higher Level 3 was close to the national average. Similarly, the percentage of pupils attaining Level 2 in writing was well above average and the percentage of pupils attaining the higher Level 3 was above the national average. Since 1999 results in reading have fallen and have also declined against the national trend. Results in writing since 1999 show a slow but steady increase, which has been broadly in line with improvements nationally. The comparative performance of boys and girls is broadly in line with national figures. Pupils from minority ethnic backgrounds, those for whom English is an additional language and those with special educational needs all make good progress throughout the school. Higher attaining pupils make satisfactory, and some good, progress.
90. Inspection evidence indicates that increasing numbers of pupils are reaching standards that are above average in English because of the focus placed on this area by the school and because of the increasing emphasis placed on the development and use of basic skills in all subjects of the curriculum. There were no obvious differences between the work of girls and boys. Pupils with special educational needs make good progress in relation to the targets set for them and the work they are given because teachers work effectively with support staff and ensure that they are very well supported in lessons.
91. Overall standards in speaking and listening are above average in Year 2, although younger pupils' listening skills are less well developed and this is impacting on standards. Teachers ensure that pupils have good opportunities to explain their thoughts and share ideas about their work, so that, by the age of seven, many pupils' speaking skills are highly developed and they contribute well to whole class discussions. Teachers generally make good use of questioning and value contributions made by pupils and, as a result, pupils are eager to share their understanding. For example, in an excellent Year 2 lesson, the teacher used the plenary session very well to enable pupils to discuss the work they had done and to offer suggestions as to how effective the story would have been if certain things had not happened. Higher attaining pupils answer very clearly with relevant responses, indicating that they have listened carefully and understood.
92. Many pupils are developing effective listening skills and clearly listen well because they follow the instructions they are given accurately and, when this involves a change of activity, it results in pupils settling quickly to new tasks because they are clear about what they have been asked to do. However, there are a significant number of pupils who have still not learned to listen to their teachers or each other consistently so that they are able to share and build on each other's ideas. This is because all teachers are not applying the whole school behaviour policy and insisting on having pupils' attention at all times.
93. Standards in reading are good overall and are continuing to improve. The school's approach to the teaching of reading is generally well structured. Careful records are maintained on pupils' progress in their guided reading and these include supporting evaluative comments. They provide a factual record of pupils' reading ages which teachers can use to track pupils' development in reading. Targets have been introduced, which are recorded in pupils' reading diaries; pupils use reading books alongside library books and older pupils use 'bookworm' successfully to further develop their reading skills. The school offers a wide range of reading materials all carefully coded to different ability levels and this enables pupils to experience an interesting range of different styles of books and provides very good opportunities for them to practise their skills. This is contributing significantly to the standards pupils achieve and is promoting their interest in books.
94. A large number of pupils were heard reading in lessons during the inspection in addition to the reading sample. Higher attaining pupils generally demonstrate very positive attitudes to reading, express a love of reading and read regularly at home, either to other family members or to themselves. They read with increasing accuracy, fluency and expression, remember what they

have read and are able to discuss themes and characters. By the age of seven, they have encountered a wide range of fiction and non-fiction texts, including myths and legends, autobiography, humorous stories and poetry. There is currently insufficient emphasis placed on pupils using their skills to research topics. The school has identified this as an area for development and the library area and Millennium room have been developed with this in mind.

95. Less able readers are still struggling with reading, show a significant lack of any enjoyment or enthusiasm for reading and do not read regularly at home. Many are still at the single word level and do not routinely apply their knowledge of phonics or blends taught in literacy lessons. A more rigorous approach to the teaching of phonics is required to address the needs of these pupils.
96. Across the school, standards in writing are good, with some that is well above average in Year 2. Standards of writing have improved since the last inspection. This is because the school has focused its resources and teaching on this area specifically to raise attainment. Younger pupils are developing their understanding of the basic rules of grammar and punctuation and are beginning to use interesting language. Older pupils develop their understanding of grammar and punctuation effectively because there is good teaching of word and sentence level work. In these lessons teachers ensure that pupils have opportunities to use different forms of writing, such as poems, lists and flow diagrams which stimulate pupils' imagination and as a result they are able to write at length and tackle their work enthusiastically. Higher attaining pupils are writing stories in a logical way, developing and sustaining their ideas effectively. Their writing shows imagination and the composition of well-sequenced sentences. This is an improvement since the last inspection, which found the progress of higher attaining pupils in writing to be unsatisfactory.
97. More able pupils of all ages are using their reading skills effectively to help them in their writing. Many use their increasing knowledge of phonics to help them to spell simple words correctly. Pupils develop their spelling skills further by learning to identify letter combinations that make different sounds and they are given good guidance and opportunities to use dictionaries to check spellings and meanings. A significant number of pupils in all ability groups are still consistently making errors with basic punctuation and spelling. This is because some teachers do not have sufficiently high expectations that basic skills are learned and properly used at all times. Lower ability pupils are generally well supported by their teachers and make progress in their writing. Some have access to specific initiatives to help them improve their literacy skills; however, this is not yet having sufficient impact to raise their attainment. The school does not yet do enough to ensure these pupils achieve well as a result of this additional support. Pupils with special educational needs are very well supported and are making good progress in their learning.
98. Handwriting and presentation of work is inconsistent. This is preventing more pupils from attaining at the higher levels and is impacting on overall standards. Whilst some pupils are developing a neat cursive script too many pupils, in all ability groups, are still not forming letters properly or consistently or using joined writing. This is because all teachers are not adhering to the agreed whole school approach and some teachers are not consistently modelling the agreed style during lessons. Expectations that the good handwriting seen in some handwriting books is transferred to all writing are too low. Standards of presentation are also unsatisfactory overall. In some classes pupils take great care with presentation of their work and are clearly proud of their achievements. This is because teachers in these classes have consistently high expectations of their pupils. Scrutiny of work demonstrates that in some classes work is frequently undated, has no title or a clearly stated learning objective against which teachers can judge pupils' progress and attainment.
99. Teaching and learning are good overall, with one lesson satisfactory and pupils generally make good progress. In the Year 2 lessons observed teaching was excellent. Pupils with special educational needs and those with English as an additional language are making good progress in their learning as a result of the very good support they receive. This is a significant improvement since the last inspection when teaching was judged to be satisfactory overall.

100. Teachers demonstrate in their planning and teaching that they have a secure knowledge of the literacy strategy and that they know their pupils well. Pupils are frequently grouped by ability and appropriate work is prepared for them which generally meets individual needs effectively, including those with special educational needs and those with English as an additional language. However, the use of assessment to effectively match work to pupils' abilities is inconsistent and unsatisfactory overall. Pupils also have reading and writing targets which are shared with them and for which pupils have some responsibility. However, this area is not fully developed and does not make a significant contribution to pupils' awareness of their own learning and the development of their independent learning skills.
101. Some teachers are very effective at helping pupils to make connections across the subjects of the curriculum and this enables them to use their literacy skills effectively to support their work. In Year 2 classes some very good examples were seen of teachers placing strong emphasis on sharing with pupils what they want them to do and achieve and how this links with what they have learned before, sometimes in other subjects. These pupils are actively involved in the learning opportunities they are given, are very clear about what is expected of them and as a result they settle quickly to their work, are becoming confident learners and make good progress in their learning. This is not replicated in all lessons. The use of information and communication technology is identified in some teachers' planning and, when computers are used in lessons, they make a good contribution to pupils' learning.
102. Marking is inconsistent and currently unsatisfactory. Some teachers are developing an effective style of marking which is evaluative, establishes a clear dialogue with pupils and helps them to understand what they need to do in order to improve their work. However, the school has not yet established a whole school approach to marking. Similarly, a consistent approach to the setting of homework has yet to be fully established so that both pupils and parents are clear about the school's expectations.
103. The subject is well led and managed which represents a significant improvement since the last inspection. The co-ordinator has worked hard with staff since her appointment to promote more effective implementation of the National Literacy Strategy and improve standards. She has ensured that resources are plentiful, motivating and well matched to meet the needs of the curriculum. Development of the library and research area is outstanding for pupils of this age and the range and quality of resources are excellent. This has all contributed effectively to raising standards across the school although it has not yet had sufficient time for further improvements to impact positively.
104. Whilst there has been some monitoring of pupils' work, lessons and teachers' planning, this has yet to become part of a more rigorous, systematic approach to monitoring the quality of teaching and learning. This will enable areas requiring development to be identified quickly and strategies put in place so that standards for all pupils are raised.

MATHEMATICS

105. In the 2001 National Curriculum tests for seven-year-olds, standards were in line with the national average. However, they were below the average for schools with a similar level of entitlement to free school meals. The percentage of pupils attaining the expected Level 2 and above was close to the national average and the percentage reaching the higher Level 3 was also close to the national average. Girls did not do as well as boys by a greater degree than the national pattern. Results since 1998 have fluctuated year on year but the overall trend has been slightly upwards at a rate which is broadly in line with the improvement in national averages. Inspection evidence supports the view that this trend is in line to continue.
106. Inspection evidence shows that standards at the end of the school are now above average. This is very good improvement since the last inspection when standards were judged to be below average. In Year 2 pupils' past work shows that standards are above the national average overall. There is no significant difference between the standards attained by boys and girls. Pupils'

achievements are good in relation to their prior attainment. Work undertaken in Years 1 and 2 builds securely on the good progress made in the Foundation Stage.

107. The school has only just implemented strategies for the focused monitoring of teaching and learning, and the careful tracking of pupils' progress throughout the school, in order to continue to raise standards. These strategies have not been in place long enough to have had an impact on pupils' levels of achievement.
108. Teachers ensure that all pupils are wholly involved in mathematics lessons. This enables all groups of pupils, including those with special educational needs and those for whom English is an additional language to achieve well in relation to their prior attainment, in almost all lessons. Almost all make good gains in their knowledge and understanding of mathematics. The teaching of pupils with special educational needs is well organised and teachers' assistants are well briefed to develop their confidence and understanding. They provide strong support for both teachers and pupils. In all lessons seen this ensured that pupils sustained their concentration well when engaged in small group tasks and during whole-class sessions. At the same time the sensitive nature of the support encourages pupils to develop as independent learners. Pupils achieve well in relation to their prior attainment.
109. Most pupils join the school with skills in mathematics that are average, as shown by tests and assessments on entry. The rate of learning, as seen in pupils' past work, is consistent throughout the school. They make good gains overall in their knowledge and understanding of number, and in the other aspects of mathematics, including shape, space and measuring. Pupils are also taught good skills of data handling and a good understanding of the use of graphs, although this is not a requirement for this age of pupils. In particular, as a result of the emphasis that teachers place upon the basic skills, they make good progress in acquiring strategies to deal confidently with number problems.
110. By the age of seven, almost all pupils develop a secure knowledge of the place value of each digit in numbers to 99, confidently adding and subtracting numbers to 99. They multiply and divide by single digits. They estimate and measure length and tell the time, both digital and analogue, to the half-hour. The past work of more able pupils shows that they work with larger numbers and tell time to within the quarter hour. Pupils identify the particular features of common two- and three-dimensional shapes and learn to interrogate data confidently when asked to "Draw a pictogram to show how many of each type of pizza might be sold on Saturday". The great majority of pupils' learning, in mathematics, is done through investigation and this area of their attainment is very good. They are also strongly encouraged to use their mathematical knowledge and understanding in other subjects. For example, they use Venn diagrams to sort objects in a story based topic "Our World", they use metric measures to show how far wheeled toys travel in science and use their number skills in a story of a picnic. This approach by the school contributes very well to pupils' learning in mathematics.
111. Pupils with special educational needs generally work at a lower level, but, because of sensitive support, they demonstrate good attitudes to their work and apply their skills well.
112. Teachers have been trained and supported in their adoption and implementation of the National Numeracy Strategy, which is now good. However, teachers are only just beginning to gather a good range of assessment information about pupils' progress in mathematics. The use of this information to carefully match future tasks to pupils' individual levels of ability, or to track their progress through the school, is less than satisfactory. The school has introduced interim measures to enable the setting of work at levels which are suitable to pupils' individual levels of attainment, based on teachers' knowledge and understanding of their pupils. Pupils' recent work shows that this is adequate and is enabling appropriate learning to take place until target setting and task setting can be led by assessment information. Information and communication technology is shown in some teachers' planning and when it is used it raises the level of pupils' learning. The use of computers in mathematics is good overall. When setting investigations in mathematics, teachers allow pupils to investigate and discover for themselves and this helps pupils to learn well.

113. The three-part lesson structure is firmly established. Most lessons, but not quite all, begin with a brisk mental mathematics session that captures pupils' interest and develops and extends their calculation skills and their mental strategies for calculation. In a lesson for pupils in Year 2, for example, as a result of the teacher's quick-fire questioning pupils were keen to respond and as a result learned quickly. Learning objectives for these lessons are shared with pupils, by them being written on the board. However, these are not always brought to the attention of pupils nor repeated as the lesson progresses. In this minority of lessons pupils' knowledge and understanding of their own learning are limited. Most teachers use the plenary or final part of the lesson effectively to reinforce what has been learnt in the lesson.
114. Overall, the quality of teaching and learning in mathematics throughout the school is good. Evidence gathered from looking at pupils' past work shows that work is set for all pupils at appropriate levels for their differing levels of ability, that pupils with special educational needs are well supported and more able pupils are extended. While extension activities are planned, this area will be further improved when assessment information can be used to guide future planning. The quality of teachers' marking is good and teachers help pupils to improve their work further with good quality written guidance when marking work.
115. The quality of teaching and learning in the lessons seen during the inspection was good overall. Teachers throughout the school have a good knowledge of the subject. They use it well to encourage pupils to discuss the strategies that they acquire for dealing with mental calculations. The good relationships established within the classroom are the key to the most successful teaching at Perryfields and are at the heart of most teachers' skilful management of behaviour. Their encouraging manner ensures that both they and their pupils enjoy their lessons and the subject. Pupils see that their contributions are valued and join in discussions readily, though they sometimes become over-excited and noisy. Homework is well used by teachers to extend pupils' learning.
116. The subject manager has only taken the responsibility for mathematics this term. However, through a well-managed hand over by the headteacher and deputy headteacher, the standard of management is good. The subject manager has already planned a good course of action including the regular monitoring of the quality of teaching in the subject.

SCIENCE

117. Standards in science are above average in Year 2. There has been a slight increase in the numbers of pupils achieving the higher than expected Level 3 in the national tests for seven-year-olds. Standards seen in lessons in Year 2 were above average and pupils' past work, seen in books during the inspection, supports this. Seven-year-olds can use a variety of methods to record information, for example grids and charts. They know how to make predictions, for example about which materials will bend or stretch and have very good discussions with each other and with the teacher. They are beginning to generate their own questions and can use reference books to back up their own investigations. The quality of work on 'scientific enquiry' is a strength of science in the school. Information and communication technology is well used in science.
118. The subject leader has played a key role in developing a science curriculum which is strongly based on enquiry and which has very good links with other subject areas. This enables pupils to make connections in their learning. They have good opportunities to use the skills they have learned in mathematics and English, for example using graphs, or writing an account of a special 'science day'. The subject is particularly well enhanced by the policy of linking visits out and visitors to the school with the science curriculum. Pupils wrote enthusiastically about the visitor from Sandford Mill and learned a great deal about electrical circuits and about solving scientific challenges. Children in the Reception class have visited Hyde Hall for a 'touchy, smelly, feely walk'.

119. The quality of teaching is good overall. However, there is a marked difference in the quality of science teaching seen in Years 1 and 2. Pupils in Year 2 make good progress as a result of carefully planned lessons. These lessons take account of the different abilities within the class, so that there is good challenge for the more able pupils and good support for less able pupils and those with special educational needs. This support is often enhanced or delivered very well by skilled teaching assistants. Teachers use the whole class session at the end of the lesson well to review what the pupils have learnt and to raise some harder questions for them to think about. Pupils in these classes work hard and obviously enjoy their science lessons.
120. Lessons seen in Year 1 were less effective because the activities lacked a sharp scientific focus, work was not sufficiently adapted to the various levels of ability in the class and management of pupils' behaviour was weak. A small minority of pupils lacked self-discipline, they distracted others and the learning experience was limited for a majority of the class. Although pupils were enthusiastic about the range of toys supplied to investigate 'pushing and pulling', they were given no strategies to record what they were finding out and soon forgot the purpose of the lessons.
121. Work seen in books confirms that during their time in school, pupils receive a broad curriculum, which covers all the required areas of learning in science well.

ART AND DESIGN

122. No art lessons were seen during the inspection. Judgements are made on the basis of scrutiny of pupils' work, photographic evidence, displays around the school and discussion with the subject leader. These indicate that standards of work are in line with those expected nationally, with some higher, and that teaching is at least satisfactory, particularly in Year 2.
123. The school has made some good progress in addressing issues identified during the previous inspection. The national guidelines for the teaching of art and design have been adopted which has addressed issues of continuity and progression and the narrow range of activities planned for pupils' learning. Examples of the use of information and communication technology in art and design are displayed around the school, demonstrating that this area is also now developing. As a result, class teachers' subject knowledge, enthusiasm and confidence in art and design have increased, particularly since "Arts Week", which has helped to raise the subject's status across the school.
124. Pupils' skills in art are now appropriately developed across both year groups and they make satisfactory progress overall, with some good progress. Pupils with special educational needs and those for whom English is not their first language also make satisfactory progress in art. Work in both year groups is developing pupils' knowledge and understanding of skills and processes through the experience of a range of materials, which are used with increasing confidence. Work shows that they are able to mix colours effectively and use frames to study composition, such as in the Year 2 paintings of fruit and vegetables. Three-dimensional work is less well represented, although there is some use of clay. Staff find this area challenging and the school has identified this as an area for further development.
125. There are some good examples of how sketchbooks can be used effectively to develop pupils' planning of their ideas, however, this has not yet been consistently developed throughout the school and is an area for further development. Dating, annotating and marking of work in sketchbooks are also inconsistent. Existing examples of good practice could help the school make further use of sketchbooks to extend, for example, more able pupils' learning by encouraging increased exploration and development of their ideas, prior to proceeding with the final piece of work. The school is also aware of this as an area for development.
126. Art is well used to support learning in other subjects, for example, drawings of objects made from wood in science, exploring line and symmetry in maths, patterns based on buildings, computer based drawings of Katie Morag in literacy, plus extensive use of drawing to illustrate pupils' written work in English and other subjects.

127. Pupils' cultural development is being effectively enhanced through learning about the work of famous artists such as Mondrian, Matisse and Picasso. Studying the work of Turner also involved a trip to the Fitzwilliam Museum in Cambridge. Pupils' multicultural awareness is developing through artwork including object printing designs based on Rangoli patterns, through tie-dye linked to work on the village of Chembakoli in geography and clay divas made to celebrate Divali. The school is aware of the need to increase the number and range of prints to include examples of work by non-western artists and also women artists.
128. Pupils' learning has been further enhanced through "Arts Week", held recently. This made very good links across the curriculum with visiting specialists on storytelling, musical instruments and sculpture. Pupils worked alongside them, supported by school staff and parents and had opportunities to participate in a range of activities including batik, collage, marbling, weaving, clay work and tie-dye. This also represents good improvement since the previous inspection.
129. The co-ordinator is enthusiastic and provides good leadership and management. She has a clear idea of the strengths and areas that require further development, identified in her action plan and is keen to further develop art and design across the curriculum. She has introduced the new scheme of work, ensured that resources are generally well matched to meet the needs of the curriculum and provided some training for staff on batik and the use of fabric pens.
130. Although there is currently no systematic monitoring of teaching and learning, teachers' planning or assessment, some initial work on assessment has begun through whole staff review of completed units. This is another area for development. The school has worked hard to improve the quality of displays around the school and in classrooms. This is evidenced in the Year 2 and Reception classrooms and demonstrates the growing status of art and design and the school's commitment to developing pupils' creative skills. Displays in the Year 1 classrooms are generally poor and pay insufficient attention to showing pupils' work at its best. Meetings with the junior school co-ordinator have been established to ensure a progression of skills between the two schools and this will help the school further develop the curriculum by planning the skills and techniques to be taught each year. Overall there has been good progress since the previous inspection and this provides a sound basis for future development of art and design.

DESIGN AND TECHNOLOGY

131. By the end of Year 2 pupils' standards in design and technology are above those expected. The pupils have had many opportunities to develop their skills in designing and making. Their design skills begin as simple sketches and develop, as they move through the school to show more detail including lists of the materials and tools needed to make their object. They learn to evaluate their designs and write their judgements under headings such as "What I like about my model" and "What I would change next time". This work is above the expectations of the National Curriculum for pupils of this age.
132. The school has adopted the national guidelines for the subject and the teachers have successfully incorporated design and technology into other subjects. This is done using the story based topic approach that the school uses to integrate subjects in a good meaningful way. However, this is done without losing the necessary focus on teaching the skills and knowledge that are unique to this subject. For example Year 1 pupils design and make playground equipment such swings and slides as a part of their topic "A walk in the park". Photographic evidence, using a digital camera, shows some good quality artefacts using a good range of materials and showing good development of cutting and joining various materials. Photographic evidence also shows how the school links educational visits to design and technology. Year 2 pupils made moving vehicles, basing their designs on buses and other vehicles that they saw on a trip to London. These were good quality models and pupils' writing shows that they learned about axles and wheels during their work. Photographic evidence shows them sawing wood as part of the construction of their vehicles. The development of the safe use of tools is good. Again this was linked to a trip "Barleylands" where pupils studied a good range of farm machinery in their work on wheels and axles. The digital camera is well used to record pupils work in design and technology.

133. A good range of design and technology work was scrutinised and the level of development of both designing and making is above expectations for pupils of this age. Two lessons were observed and together with the wide range of other work seen, inspection evidence supports the judgements that the quality of teaching and learning are both good. Teachers mark pupils' work well asking questions such as "How will you make your flagpole strong?", prompting pupils to think further about their work and thus improving both their designing, making and evaluation. Pupils thoroughly enjoy their experiences in design and technology and are keen to talk about them. All have complete equality of access to the curriculum in design and technology.
134. The co-ordinator is keen, has good knowledge and understanding of the subject and does some monitoring of the outcomes through seeing the work that pupils do in displays around the school. The formalised monitoring of pupils' work in lessons is only now beginning. In the last inspection standards in design and technology were in line with expectations. Good progress has been made since then.

GEOGRAPHY

135. Only one lesson was observed during the inspection. Judgements are based on the scrutiny of pupils' work, photographic evidence and displays around the school. Standards in geography are broadly in line with those expected for Infant pupils. Pupils of all abilities, including those with special educational needs, make sound progress.
136. In Year 1, pupils are able to identify features of a locality and to express likes and dislikes, for example in the story 'A Walk in the Park'. They can draw a simple pictorial map to show their journey from school to home.
137. In Year 2, pupils can compare their home area with another locality, the seaside. They can identify the difference in the buildings and some can speculate about why there are differences. "A pier wouldn't be any good here 'cos there's no sea." Some pupils can say why an aerial photograph is a good source of evidence and can relate these to maps.
138. There are good links with other areas of the curriculum, for example applying maths skills to measuring temperature. Cultural understanding is well supported through the study of areas such as Chembakoli. Information and communication technology is sometimes well used in geography, for example when modelling different environments.
139. In the lesson seen, the teaching of geography was good. The teacher had very clear plans, which catered for the needs of all abilities. The purpose of the lesson was shared with the pupils, which helped them to relate the lesson to their previous learning. The photo resources were very clear and interesting, so pupils worked hard for a good length of time.
140. The curriculum is planned using a scheme of work from the latest national guidance for the subject and provides appropriate range and coverage. The monitoring of standards and the quality of teaching by the co-ordinator is at an early stage, but standards are satisfactory overall.

HISTORY

141. No lessons were seen during the inspection. Judgements are based on a scrutiny of pupils' work, photographic evidence, and displays around the school. Standards in history are broadly in line with those expected for Infant pupils. Pupils of all abilities, including those with special educational needs, make sound progress.
142. Pupils in Year 1 are developing their understanding of different times through topics such as 'then and now' and are able to identify similarities and differences between homes and toys from the past. A shared activity where the child and the parent each choose and describe their favourite toy provides strong home / school links. This activity also helps pupils to understand well, that

history is 'real'. Pupils in Year 2 learn about famous people such as Samuel Pepys and Florence Nightingale.

143. Work in history provides pupils with good opportunities to use their writing skills. They produce some very good written accounts, for example, of Florence Nightingale's experience in the Crimea. Pupils consistently produce careful work in history and take care with presentation. The curriculum is planned from the scheme of work contained in the latest national guidelines for the subject, and provides appropriate range and coverage. The monitoring of standards and teaching by the co-ordinator is at an early stage, but standards are sound.
144. Because no lessons were seen during the inspection, no judgement is made about the quality of teaching. There is very little evidence of information and communication technology being used in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. The standards achieved by pupils by the end of Year 2 are above those expected nationally and all pupils make good progress. At the time of the last inspection, standards were judged to be in line with national expectations at the end of Year 2, but expectations for the subject have increased sharply since then. This represents a good level of improvement.
146. All pupils are fully included in the school's work in information and communication technology. Pupils of all ages and abilities regularly use computers to draw pictures and to word-process some of their written work. There is good use of data interpretation in mathematics and pupils do have properly managed access to the Internet for research. Computers are regularly used in other subjects. For example, they produce a line graph of temperature measured each day for a week as a part of a geography study. The highest and lowest temperatures are noted.
147. There is a range of inspection evidence, which shows the use of computers in mathematics, art and design, science and in story based topics such as "The Isle of Struay".
148. Pupils' computer skills are above expectations at the end of the school. They start up programs using the mouse to navigate through icon led procedures. They can give instructions to a programmable robot to "deliver the mail" and use modelling software to "design an environment". They can talk about the different paint applications in an art and design program and can decide the suitability for given applications. For example, "I used Colour Magic and the flood tool to draw my Isle of Struay". This work was part of a story based topic.
149. Pupils work well together when required. In one very good lesson seen in Year 2, they worked in pairs co-operating and sharing ideas as they took it in turns to "draw" and save to disk their own pictures in the style of Jackson Pollock's "Yellow Islands". This had a positive effect on the learning, in information and communication technology and art and design, of the pupils involved.
150. The school has made good progress with its improvement plan for information and communication technology and there is now one computer for every eight pupils in the school. However, the deployment of these computers means that there are only two or three immediately available to any class during lessons. During the week of the inspection, although some teachers' planning included information and communication technology, computers were not used in most lessons. The specialist information and communication technology suite presently has seven computers in place, although the room is large enough to double this number. Some of the computer sockets in the room are covered by storage units and consequently it is not used to its fullest potential.
151. All classes are timetabled to use the information and communication technology suite regularly and were seen doing so during the inspection. The number of computers in the suite presents a planning problem for teachers because only a half of a class can use the computers at a time. This limits the number of pupils who can have hands-on experience during any lesson and

consequently extends the period of time for any class group to undertake a single task. This slows the rate of progress for all pupils. The overall quality of teaching is good, but the need for teachers to plan other activities while half the class uses computers causes the quality of teaching to vary between very good and occasionally unsatisfactory. Other resources for teaching and learning in information and communication technology include a scanner and a computer linked projector for demonstrations. The school has recently joined a managed support service which is one demonstration of the application of the principles of best value. This means that the subject manager is not engaged in "trouble shooting" activities and that the school has maximum use from its computers because they are well maintained. This has a positive impact on pupils' learning.

152. Pupils thoroughly enjoy working with computers and all have equal opportunities to do so. They show good co-operation when asked to work in pairs and many pupils show good skills when working alone. Their behaviour is usually good in these situations.
153. Parents give good support to pupils using information and communication technology. On several occasions during the inspection, parent were observed supervising pupils who were undertaking research in the library in support of their information and communication technology work. One example of this was pupils being supported in researching the work of Jackson Pollock and comparing it with other famous artists. This enhanced their learning both in information and communication technology, in art and design and in literacy skills.
154. The co-ordination of ICT shows some real strengths which are evident in the standards that pupils reach. However, the deployment and management of information and communication technology resources are less than satisfactory overall, which stops pupils from reaching even higher standards. There is very limited monitoring of the quality of teaching or of the delivery of the curriculum, as these strategies are just being introduced and weaknesses in the delivery of the subject are not readily identified. This has a limiting effect on pupils' learning.

MUSIC

155. Only one music lesson was observed during the inspection, therefore it is not possible to give an overall judgement about teaching. Scrutiny of planning and other school documentation and discussion with the co-ordinator show that appropriate provision is made throughout the school. As at the previous inspection, pupils' attainment in music is in line with that expected nationally for pupils of this age and pupils, including those with special educational needs, make satisfactory progress in their learning.
156. The school has adopted national guidelines for music and, through these, teachers are well supported in delivering class music lessons. Pupils have opportunities to use a wide range of instruments, sing songs and write their own basic compositions, although the use of ICT in music is less well developed. They are able to listen to carefully selected music in many contexts and particularly good use is made of this to create a quiet and reflective atmosphere during assemblies, for example, "Children's Games" by Bizet. Full use is made of these opportunities, by staff, to discuss with pupils the work of different composers and pupils are encouraged to listen carefully to composers' individual styles of music, including those from different cultures. Pupils' singing of well-known hymns is tuneful and enthusiastic. All pupils are fully included in and enjoy these musical experiences.
157. The music curriculum is increasingly well enhanced through extra-curricular activities, showing improvement since the previous inspection. Pupils attend a lunchtime ocarina club where they are learning how to play and sing together as a group. There is whole school involvement through the 'adopt a musician' scheme in partnership with The Britten Symphonia and the local authority and there are also opportunities for pupils to extend their performing skills in assemblies. Pupils perform Christmas plays and sing at a local residential centre for senior citizens. Music across the curriculum is developing, particularly through the introduction of the story-based approach. Pupils use a good range of untuned instruments to support their growing knowledge and understanding of other cultures.

158. Co-ordination of music is satisfactory. The co-ordinator demonstrates good knowledge of the subject and is using this to lead and encourage the staff. She is clear that there is still much work to be done but is confident that music has an increasingly higher status throughout the school. Resources for music are generally good, well maintained and support the planned curriculum well.

PHYSICAL EDUCATION

159. Standards in physical education are in line with expectations by the time that pupils leave the school. Two lessons in gymnastics were observed. The overall quality of teaching was satisfactory. This judgement is the same as at the time of the previous inspection. Teachers' planning was clear, warm up, stretching and warm down were appropriately used and pupils questioned about the importance of these procedures. This enhanced their knowledge and understanding of physical exercise and of their own learning. Pupils showed that they have skills in running, jumping, balancing and stopping to order which are appropriate for their age. Teachers' management skills in these lessons were good, pupils listened well, followed instructions and overall made satisfactory progress. One other lesson was observed but no judgement was possible on the quality of teaching as the teacher stopped the lesson after little more than ten minutes of activity because she judged pupils' behaviour to be unsatisfactory.
160. The school follows the latest national guidelines for physical education linked to its own scheme of work and is presently considering a new draft scheme, drawn up by Essex County, for all areas of physical education. All aspects of the subject requirements are fully covered. Swimming also takes place during the summer months, in an outdoor pool, weather permitting. While some pupils are still beginners almost all can swim by the time that they leave the school. This is good provision.
161. Chelmsford City Football Club provides a football club for boys and girls. This has been in place for two years and the club is about to undertake instruction in sports skills during physical education lessons. The school holds an annual sports day in the format of a "Mini Olympics" which gives all pupils the chance to demonstrate their skills and abilities. Medals were awarded for these activities in millennium year.
162. All pupils have full access to the physical education curriculum provided by the school. The school has a good range of resources for physical education and the subject manager supports staff and promotes the subject to a satisfactory level.

RELIGIOUS EDUCATION

163. Standards in religious education are broadly in line with those expected for Infant pupils in the Locally Agreed Syllabus. This is the same judgement that was made at the time of the last inspection. Pupils of all abilities, including those with special educational needs, make sound progress. A small number of lessons were observed during the inspection. Judgements are also based on scrutiny of pupils' work, discussions, photographic evidence and displays around the school. Teaching overall is sound in this subject.
164. In Year 1, pupils begin to understand the concept of saying 'thank you' for food at harvest time. Some know that in the Christian Church, people say 'thank you' to God. In Year 2, pupils consider concepts such as 'sharing'. During a very practical task (involving biscuits!) pupils were quick to demonstrate very good personal skills by considering others at their table before themselves. These pupils have very good reflective skills and some use language well to clarify their ideas. For example, one child told the class that her "Gran" says, "Two wrongs don't make a right." and was able to explain what this meant. These discussions make a good contribution to pupils' personal and social development.

165. In the lessons seen, teaching was good. Both involved very practical activities and provided good opportunities for discussion. Because the lessons were interesting, pupils worked well and behaved sensibly.
166. The curriculum provides good opportunities for pupils to extend their knowledge and understanding of other cultures. They understand that 'sharing' has a religious significance especially for Sikhs and have found out about Diwali. The curriculum and support materials in the schools ensure that the locally agreed syllabus is fully covered.
167. The subject co-ordinator provides sound support to her colleagues. She has mapped out expectations for Years 1 and 2, and identified links between the agreed syllabus and the Early Learning Goals for Reception pupils.
168. Standards are monitored through work sampling and there is a planned timetable of key assessments. However, this is yet to be implemented. The co-ordinator is clear about how she wants to further develop the subject, in particular by bringing more visitors into school. She has purchased a good range of artefacts for religious education and the subject is now well resourced.