

INSPECTION REPORT

NORTHFIELD INFANT SCHOOL

Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117916

Headteacher: Mrs L Wilson

Reporting inspector: Katharine Halifax
25439

Dates of inspection: 10 – 12 March 2003

Inspection number: 247830

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Southfield Close Driffield
Postcode:	YO25 5YN
Telephone number:	01377 257487
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Appropriate authority:	Governing body
Name of chair of governors:	Claire Binnington
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25439	Katharine Halifax	Registered inspector	Science Art and design Design and technology Physical education Areas of learning for children in the Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9974	Daljit Singh	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15474	John Fairclough	Team inspector	Mathematics Information and communication technology History Music English as an additional language	

32159	Brenda Remond	Team inspector	English Geography Religious education Special educational needs Educational inclusion	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

Northfield Infant School is for pupils aged 4 to 7 years of age and is situated to the north of the market town of Driffield. With 128 pupils on roll, numbers are lower than at the time of the last inspection and fewer than in most primary schools. There are similar numbers of boys and girls. Eleven pupils joined the school and four left other than at the usual times. This amount of pupil mobility is about the same as in most primary schools. Pupils are taught in 5 classes by the equivalent of six full-time teachers. Pupils in Year 2 are split by attainment for numeracy and literacy each morning. All pupils are white UK heritage and all speak English as their main language. Pupils come from a mixture of privately owned and rented accommodation. The number of pupils receiving free school meals is broadly average. The percentage of pupils with special educational needs is average. The percentage of pupils who have a statement to meet their needs is above average. Of those identified as having special educational needs, most have moderate learning difficulties. A small number have physical or profound needs. Though the school occasionally takes children from Travelling Families, none were on roll at the time of the inspection. Prior to attending the school, most children have had some form of pre-school education. Assessment on entry to the school shows attainment to be broadly average. On leaving the school, almost all pupils transfer to Driffield Junior School.

HOW GOOD THE SCHOOL IS

This is a good school. The quality of teaching and learning is good. Pupils achieve well, especially in reading, communication, the arts and in their personal development. Learning opportunities are good. Very good links with parents and high quality care contribute to pupils' learning. The school is led and managed in a cost effective way. This is a small school and, of necessity, the cost of educating each pupil is high. Nevertheless, the school provides good value for money.

What the school does well

- The headteacher is a very strong leader who provides the school with clear direction for improvement.
- Teaching and learning are good. This has resulted in good achievement.
- Very good provision for young children in the Foundation Stage, that is the Reception class, prepares them well for the next stage of their education.
- Very good support for pupils with special educational needs enables them to make very good progress.
- Achievement in the performing arts of drama and music is very good for pupils of this age.
- Very good provision for pupils' moral and social development has resulted in them being very enthusiastic about school, very well behaved and in their increased confidence.
- Staff provide very high quality support and care for their pupils. This, alongside the very effective links forged with parents, contributes significantly to pupils' well being and learning.

What could be improved

- Pupils have too few opportunities to write independently and at length.
- Some teachers occasionally do not challenge higher attaining pupils sufficiently.
- Pupils have too few opportunities to recognise and understand cultural diversity in British society today.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in February 1998. Though standards have fluctuated, this can be explained by staff changes and the composition of the classes. Good improvement has been made in the quality of teaching. No unsatisfactory teaching was seen during this inspection and a much higher percentage of good and very good teaching was observed. This is reflected in pupils' learning. The key issues to improve assessment, to improve subject management

and to update computer equipment have all been successfully addressed. Though a

three-year school improvement plan linked to raising standards has been drawn up, this is not an on-going programme. In addition to remedying the key issues, there has been very good improvement in pupils' attitudes and behaviour, in care procedures and in links with parents.

STANDARDS

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

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

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

By the end of the Foundation Stage, children in the Reception class achieve well and reach the expected levels in all the recommended areas of learning. They are above average in communication, in their personal development, when working with computers and in their physical development. Results in National Curriculum tests at the end of Year 2 have fluctuated since the last inspection, mainly because of the composition of the classes. Teachers knew that pupils taking the tests in 2002 would not achieve the standard set the previous year because of the high percentage of pupils with special educational needs and because almost half the year group were very young, having been born in the summer months. However in addition, the results were adversely affected by a Year 2 teacher leaving for promotion at a critical time. The class was taught by temporary teachers who did not have all the necessary experience. This resulted in some pupils not making their anticipated grades. Nevertheless, the number of pupils achieving the required Level 2 was higher than the national average in reading and mathematics and average in writing, but the number attaining the higher Level 3 was below average. Pupils' performance when compared to schools with pupils from similar backgrounds is average in reading and mathematics and below average in writing. Inspection findings indicate that targets for the current Year 2 are challenging and that standards show good improvement this year. Given the pupils' previous attainment, other than in writing, achievement for the current pupils on roll is good overall. Achievement is very good for pupils with special educational needs because of the support they receive. Achievement in other subjects is never less than satisfactory. It is good in art and design, design and technology and religious education. Pupils perform to a high standard in music and drama.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a very positive attitude to their work. They enjoy school and are proud to talk about their work.
Behaviour, in and out of classrooms	Very good. All but a very few pupils are very well behaved in lessons and at break times. Pupils are polite, courteous and considerate to each other.
Personal development and relationships	Very good. Pupils undertake the jobs they are given conscientiously. They enjoy taking responsibility for their learning. Relationships between pupils and with adults are very good.

Attendance	Satisfactory overall. However, some parents still take holidays and make dental and medical appointments in school time.
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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.

Teaching in the Reception class was never less than good, with some very good teaching being observed. This is reflected in pupils' learning. Teaching in Years 1 and 2 was never less than satisfactory, with a high percentage of good teaching. Though the teaching of English is satisfactory overall, teachers are very good at extending the pupils' vocabulary and improving their skills in speaking and listening. Equally, pupils make good gains in their reading because teachers expect them to use their knowledge and strategies of how to read new words in other subjects. Whilst pupils make satisfactory improvement in their writing, some teachers provide too few opportunities for pupils to write independently, especially in other subjects, such as history and religious education. Teaching and learning in mathematics is good. Similarly, pupils make good progress in their understanding and use of numbers because teachers plan for them to use these skills in other subjects. All teachers plan their work conscientiously for pupils of different levels of attainment. However, whilst teachers identify and plan for higher attaining pupils, some do not challenge them sufficiently during the lesson. Conversely, the level of challenge for pupils with special educational needs is very good, thus allowing these pupils to make very good gains in the knowledge and skills they acquire. All teachers encourage pupils to learn independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Pupils have access to a far wider range of learning opportunities than is usual for this age group. However, lesson time does not meet the minimum recommendations of the Department for Education and Skills. Provision for children in the Foundation Stage is very good.
Provision for pupils with special educational needs	Very good. Teachers and support staff are skilled in meeting a very wide range of needs. They plan work carefully so pupils are challenged and included in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is good. Very good opportunities are provided for pupils to extend their social and moral understanding. Whilst good attention is given to pupils' appreciation of their cultural heritage, they have too few opportunities to recognise and understand cultural diversity.
How well the school cares for its pupils	Very good. Staff are committed to the well being of those in their care. Teachers, classroom assistants and parents work closely together for the benefit of all pupils. Strong links with parents contribute significantly to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is a very strong leader. She has been successful in creating a dedicated team of staff. However, most of the time she has no deputy and this results in a very heavy workload.
How well the governors fulfil their responsibilities	Good, all legal requirements are met. Governors are a supportive group who carry out their responsibilities effectively under the very strong leadership of the chairperson.
The school's evaluation of its performance	Good. Governors, senior managers and teachers are clear about the strengths of the school and what needs to be done to improve.
The strategic use of resources	Good. Creative use is made of the building and of resources. The headteacher and governors apply the principles of best value well, especially in consulting parents, staff and pupils about the quality of education.

The very good accommodation is maintained to a high standard. Overall resources for learning are good. Staff are hard working and conscientious. Though the number of classroom assistants is high, their time is used well especially for pupils with special education needs.

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 school has a friendly, caring environment. • The headteacher provides very good leadership. • Teachers are hardworking and approachable. • The quality of education is good. • There is very good support for pupils with special educational needs. • Discipline is good. Pupils understand and value the rewards. 	<ul style="list-style-type: none"> • Some parents expressed concern about homework. • A few parents are dissatisfied with the range of activities available outside lessons. • Parents are concerned about pupil safety near the car park.

Inspectors support the constructive comments of parents. In response to their concerns, a suitable amount of homework is given regularly and contributes satisfactorily to learning. The range of activities available out of lessons is very good. It is far greater than for most pupils of this age and supports pupils' personal and social development. A sturdy fence has recently been erected to keep pupils away from the car park.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Prior to attending the school, most children have had some form of pre-school education in private nurseries and playgroups. Though children enter the school with a wide range of abilities and differing experiences, attainment on entry is broadly average. Achievement is good in all areas of learning because of a changed approach to learning, a wide range of opportunities, a very well planned programme and the expectation of all adults. The knowledge and skill of the staff to teach language and communication, independence, computers and physical development have resulted in children exceeding the expected levels in these areas.
2. Until 2002, national test results in mathematics had increased at a greater rate than the national trend. The upward trend has been influenced by the National Numeracy Strategy and effective subject management. Results in reading and writing have fluctuated, mostly reflecting the number of pupils with special educational needs in each year group. Until the 2002 tests, the number of higher attaining pupils achieving the higher level was above average. National test results show a difference in the performance of boys and girls, particularly in reading and writing. Recognising this, the school has put a number of strategies in place to interest boys. From the Reception class specific activities are planned to appeal to boys such as making signs for vehicles, reading road signs and writing instructions. Books of particular interest to boys have been purchased, a visit by a male author planned, and teachers make more use of non-fiction books.
3. Inspection findings show that pupils in the current Year 2 are achieving at least the standards expected of those of this age in all subjects. Overall, standards in literacy and numeracy are good. Pupils are in line to achieve the suitably challenging targets. Standards in speaking and listening, reading, science, art and design, and design and technology are above average, representing good improvement since the last inspection. Achievement in the performing arts, that is music and drama, is very good for all levels of attainment. Higher attaining pupils are in line to achieve the higher Level 3 in reading and in science. Some may not do so in writing because pupils in some classes do not have sufficient opportunities to write independently and at length in other subjects. Though there are some capable pupils in mathematics, higher attaining pupils are not always sufficiently challenged by working on tasks which will take them to the higher level.
4. Pupils with special educational needs achieve very well, enabling some to attain the levels expected by the end of Year 2. This is because staff are knowledgeable about a wide range of needs, because of the skill and support of classroom assistants and other professionals. Pupils make very good progress towards the targets set out in their individual educational plans because targets are relevant, challenging and reviewed regularly. In addition, teachers take account of targets in their planning and ensure these are addressed in their teaching.

Pupils' attitudes, values and personal development

5. Pupils' attitudes to school, their behaviour and relationships with teachers and classroom assistants are very good and have significantly improved since the previous inspection. These positive characteristics enable pupils to serve the school in a very mature and dignified manner and are significant strengths of the school.
6. Pupils' attitudes to learning are very positive. They report they enjoy school because staff are friendly and welcoming, speaking affectionately about their friends and teachers, as well as the care and support provided by lunchtime supervisors. Pupils settle quickly to their work, enabling teaching and learning to proceed without interruption. Most pupils sustain good levels of concentration and very good levels of interest, particularly when teaching is exciting and behaviour is managed well. A very small number find concentration difficult, some because of their special educational needs. Pupils are eager to answer questions and demonstrate their knowledge. They enjoy taking part in discussions, exchanging ideas and respecting the opinion of others. This was especially evident in a religious education lesson discussing the beginning and end of life.
7. Pupils in Years 1 and 2 are eager to take full advantage of lunchtime activities. Most clubs have a waiting list. Those who attend enthusiastically participate in activities such as learning French, using computers and playing chess. Those who are part of the Before and After School clubs use the opportunity to play games with their friends and improve their computer skills. Pupils show great respect for property and share resources sensibly. They work hard and are proud to discuss their achievements and the stimulating displays of work around the school, illustrating their commitment to learning. These positive attitudes contribute significantly to pupils' perception of school and to their personal and social development.
8. Behaviour in class is often very good and mostly good around the school. Though a small number do have difficulties managing their behaviour, they are helped to do so by the consistent approach and strategies used by all adults. Pupils move around the school in an orderly manner, for example when moving to the hall for physical education, meals or assembly. During acts of worship, they are attentive and very well behaved. Playtimes are lively friendly occasions when pupils play well together using the games equipment sensibly. During the inspection there were no signs of bullying. Discussions with pupils show they know the rules for good behaviour at playtime and what to do if they are bullied. Though the school has an all white population, references to racial comments are not tolerated and the headteacher, governors and staff work hard to ensure a positive attitude to race relations.
9. Relationships between pupils and with adults are very good. Adults, including lunchtime supervisors, provide positive examples of caring, friendly behaviour. This fosters very good relationships and has a very positive effect on pupils' learning and their social and individual development. Pupils are courteous, opening doors for each other and saying 'please' and 'thank you' at the appropriate time. They are curious and eager to learn. For example, some pupils politely and respectfully asked the Sikh inspector about his faith and the reasons for wearing his turban. Other conversations with pupils indicate that they are sensitive to the needs of others. This is evident from those who form the school council and all who actively raise funds for the international community. The very good relationships and mature behaviour ensure that there have been no exclusions in recent years.

10. Pupils respond very well to opportunities for personal development. From entering school in the Reception class, young children register themselves by placing their name card on the correct list and by indicating whether they are having a packed lunch or hot meal. All pupils appreciate and value the trust placed in them by adults. Those with tasks such as school counsellors and class monitors undertake their responsibilities with pride conscientiously and in a dignified manner. At break times, pupils keep a look out for those who have no-one to play with and offer to be their 'buddy'. Such arrangements enable pupils to mature and provide the school and wider community with reliable, trustworthy citizens.
11. Pupils enjoy coming to school. Attendance by the majority is, as at the time of the last inspection, satisfactory. However, inspection evidence indicates that, despite requests from the school, a number of families continue to take holidays during term time. Other parents take their child out of school for appointments. This affects the overall attendance and has a negative impact on the education and personal development of these pupils.

HOW WELL ARE PUPILS TAUGHT?

12. Teaching and learning have improved since the last inspection and are now good overall. Teachers report their confidence has grown and they feel valued. This is reflected in their performance and in their relationships with pupils. As a result, pupils show an interest in their work, increasing their understanding and know how well they are doing. A particular feature of the good teaching that contributes to pupils' achievement is the strength and consistency of the planning. Firmly based on information about what pupils know, understand and can do, teachers' plans ensure that pupils build on what they have learned before. This is significant improvement since the last inspection. Teachers' management of the lessons and of pupils' behaviour creates a good climate for learning.
13. All lessons have a good structure with a clear introduction, provision for individual and group work and the chance for pupils to reflect on what they have learned at the end of each lesson. At the start of each lesson, a useful recap of previous work refreshes pupils' memory, allows them to demonstrate their knowledge and for the teacher to check pupils' understanding. In the best lessons, teachers' explanations and instructions are clear so pupils understand and know what is expected of them. This results in confident pupils who work industriously and learn effectively. Teachers plan work to challenge all levels of attainment. Where teaching is good or better, this is successful and all pupils make good gains in their learning. Where teaching is satisfactory, though tasks are usually planned to challenge higher attaining pupils, this is not always put into practice. For example, during a mathematics lesson counting in twos, the plan was for higher attaining pupils to go beyond 20. In practice this did not happen. When it was the turn of one of the most able pupils to give the next number after 20 he reverted to zero and began the count again. Similar instances occurred on more than one occasion. A comparison of teachers' planning to work produced in books confirms this judgement.
14. Teachers recognise pupils learn in different ways and have adopted strategies to accelerate learning. Some teachers begin lessons with exercises in 'brain gym' to make pupils alert and ready to learn. On one such occasion, following a period of inactivity when pupils had been seated in assembly concentrating on the story, and before starting the science lesson, the teacher played a game of 'Simon Says'. In

addition to giving pupils the chance to move around, thus avoiding fidgeting and loss of concentration, the activity reinforced pupils' knowledge of body parts and was linked well to the learning objective 'to name the parts of a plant'.

15. Pupils of all levels of attainment make very good gains in communication because all staff focus on this aspect of learning. They improve their speaking and listening through planned opportunities in every lesson to discuss their thoughts in pairs and as part of a group. In addition, pupils are given 'thinking time' so their answers are considered. All pupils use this time productively, speaking in sentences and demonstrating mature thoughts. This was seen in a history lesson. After being given time to consider how events were recorded at the time of the Great Fire of London, one pupil contributed "They had to use paintings because there were no cameras to take photographs." Teachers have very high expectations of pupils' oral contributions. As a result pupils are articulate. During a religious education lesson, pupils were asked to discuss something that was a surprise to them, expecting to report this to the whole class at the appropriate time. However, in order to check how well they had listened, the teacher asked pupils to report what was a surprise to their discussion partner. A high percentage of pupils gave an accurate account. Teachers do not accept single word responses; they expect pupils to use phrases or sentences.
16. Where teaching is good or better, questioning is strong. Teachers pose questions to make pupils think, asking "Why?" and "How?" Many questions are followed by another, arising from the answer to the first. This requires pupils to extend and justify their answers. There is no time for sitting back, and pupils who appear not to be taking an active part in the lesson are drawn into discussions and expected to offer a contribution. Where teaching is satisfactory, teachers ask questions only of pupils who raise their hands and who will give the correct answer. All staff highlight key vocabulary during the introduction to each lesson. New vocabulary, such as 'component' in a science lesson, is carefully explained, spoken emphatically each time the word is mentioned and written on the board. Through this, pupils extend their vocabulary and improve their reading. Where appropriate, teachers model the correct vocabulary. For example, in a literacy lesson when one pupil reported "Somebody writed the words", the teacher quietly but firmly stated "someone wrote the words", this was echoed by the pupil, thus improving his use of grammar.
17. Teaching and learning for pupils with special educational needs are very good. This is because teachers and classroom assistants are skilled and have a good knowledge of a very wide range of special educational needs. They use targets in individual education plans when preparing lessons so that, for example, pupils make very good gains in their understanding of place value and in forming their numbers correctly. Staff wait patiently for those who take longer to gather and express their thoughts. Wherever possible, needs are met in the classroom, so pupils do not lose valuable learning time. This was observed when one pupil who requires daily physiotherapy received her treatment whilst she was working in the 'listening station' with others in her group. Similarly, pupils with additional physical needs have these attended to discreetly in the classroom. One pupil, mischievously attempted to get out of answering a question whilst a procedure was taking place, but was quickly brought to task and happily made his contributions to the discussion. Such examples of including all pupils are instrumental in pupils readily respecting and accepting differences in others. Classroom assistants are used very effectively for small group work and to help those with a short attention span to maintain concentration. Assistants are skilled at knowing when to support and when to take a step back in order to promote independence. All adults value the contributions made

by all pupils and provide for those with more severe needs to be good examples to others in their class. This was observed during a physical education lesson when a pupil with severe learning needs was praised and asked to demonstrate her movement and when a particularly fragile pupil was chosen to be a team leader. On both these occasions, these pupils visibly grew in stature and glowed with pride as they gave of their best.

18. Overall, numeracy and literacy are taught well. In addition, teachers provide good opportunities for pupils to extend the key skills of numeracy, literacy and information and communication technology in other subjects. In physical education, pupils count movements and increase their understanding of positional words such as 'behind' and 'under'. Similarly in music pupils count the number of notes and echo a rhythm. In a science investigation pupils measured distances to ascertain if the biggest car travelled the furthest distance. Teachers check and increase pupils' literacy by using 'Big Books' in the introduction to history, geography, religious education and science lessons. This was observed in a science lesson when pupils had to use their knowledge of a contents page to find information about 'plant tag'. When teachers reached a new word in a 'Big Book' and asked "What do we do?" pupils chorused "Break it up" and "Sound it out" and went on to do so successfully. Where teaching is good or better, staff provide good opportunities for pupils to write independently. This was done well in one science lesson when pupils were asked to compile an information book to be used by the other Year 1 class. However, the scrutiny of work and lesson observations show some pupils have too few opportunities to write independently and this limits their progress in writing. Information and communication technology is used well to support learning, for example, in mathematics to improve counting, in art for designing a colourful rug changing the colour and brush size, and in science to research circuits. This is good improvement since the last inspection.
19. All lessons end with a useful review. Where teaching is satisfactory, groups of pupils relate the activities they have undertaken. Where teaching is good or better, this session is used very effectively for pupils to comment on what they have learned. This was so in one science lesson when the teacher asked, "What do you know now that you didn't know at start of the lesson?" One pupil reported, "I have found out the crocodile clip has to touch the metal to make a circuit" and a second, "Now I can make a circuit using more than one battery and more than one bulb".
20. Some parents expressed concern about the amount of homework their child receives. Some were concerned there was too much for a child of this age, others felt there was insufficient. A policy, introduced since the last inspection, gives clear guidelines about the setting of homework. All parents and carers are asked to share books and hear their child read regularly. Most do so and this contributes to standards in reading. Other activities include learning multiplication tables, spellings and research for topics. This is a suitable amount of homework for pupils of this age and is contributing satisfactorily to learning.

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

21. The 'sound curriculum' reported at the time of the last inspection has been improved and is now good. The key issue to agree consistent approaches to ways of working across the curriculum has been resolved. The curriculum is relevant with a good range of learning opportunities that meet the needs and broaden the horizons of its

pupils. It fulfils the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. Children in the Reception classes are provided with very good learning opportunities based on the nationally recommended areas of learning. This provides a firm foundation for the National Curriculum. Though pupils in Years 1 and 2 are offered a much wider range of learning activities than is usual in an infant school, time spent in lessons does not meet the recommendations of the Department for Education and Skills. Whilst planning for the topics to be covered each year is detailed and provides very well for pupils to make good progress in the knowledge and skills they acquire, no specific times have been allocated to each subject. No analysis has been made of the time spent on each subject to ensure the curriculum is balanced. The national strategies for literacy and numeracy have been adopted well and are contributing to improved standards. Very good provision is made for pupils' personal, social and health education with a very well co-ordinated programme of lessons in place. The development of the whole child is strongly promoted through work on self-esteem, which emphasises respect for individuals and celebrates strengths. Sex education and awareness of drugs misuse are suitably taught through science.

22. Provision for pupils with special educational needs is very good. This is very good improvement since the last inspection when the provision barely met legal requirements. Very good systems are in place to ensure that all these pupils are fully supported in all aspects of their learning and that they are included in all learning opportunities. All staff ensure, through good planning, that these pupils are fully included in lessons through carefully matched work. Where possible and appropriate, pupils' physical needs are met within the classroom so that valuable learning time is not lost. Close liaison between classroom assistants, teachers, the co-ordinator for special educational needs and other professionals means that pupils' needs, whether learning, physical, behavioural or emotional, are met fully. Close links with the local special school contribute significantly to expertise and resources. The identification of pupils who have a particular gift or talent is in the early stages of development. Managers recognise the need for staff training and to extend the provision.
23. The range of clubs and varied programme of out of school activities has improved since the last inspection and is now very good. Most clubs are open to all pupils on a rota basis. The French, computer, book and recorder clubs all contribute well to pupils' learning. Though none of the clubs, other than the summer gardening club, has a physical focus, pupils improve their skills at break times through organised play with small equipment. Pupils who have been identified as gifted are invited to join the 'Smarties' club. During these sessions they make very good gains in developing their thinking, listening and memory through, for example, working out strategies when playing chess. Pupils' learning is greatly enriched by many visitors to the school. During the past year, these have included religious groups in daily worship, artists, authors, theatre groups and dancers from India all who whom have provided valuable learning experiences and have contributed to work in a number of subjects. Each year, every class undertakes at least one visit to a place of educational importance, such as to Scarborough Sea Life Centre, York Railway Museum and Sewerby Park.
24. Very good links between staff in the Reception classes and local playgroups, toddler groups and nurseries ensure young children are prepared for school and that transfer into full-time education is smooth. The weekly toddler group held in school instils confidence in parents and allows children to become familiar with the building prior to starting school. Weekly visits between children in the Reception classes and

the local special school contribute to personal development and give children from Northfield access to resources not usually available to them, such as the ball pool and the 'sensory room'. Strong links with the associated Junior School provide for smooth transition at the end of Year 2. Classes in the two schools email each other and a 'buddy' system is being introduced linking each Year 2 pupil with those in Year 3. The school supports students who are training to be teachers from the University College, Scarborough and Hull University. A strong link has been established with the Construction Industry Training Board and is contributing significantly to learning in design and technology.

25. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. This represents good improvement since the previous inspection with better provision for their spiritual, moral and social development. However, the good provision is a reflection of the ethos of the school rather than a structured framework. As a result, some staff are not always using opportunities for, providing for pupils to be amazed and excited during lessons. Nor have they recognised the importance of providing a wide range of experiences for pupils to acquire an awareness and understanding of the rich diversity of cultures that are present in society today.
26. The good provision for the spiritual development of pupils comes from daily worship that deals with ideas such as 'hopes and wishes' and from religious education lessons that meet issues, such as death, through sensitive discussion. Display is used to well to celebrate pupils' work and music is used effectively to create a special atmosphere for assemblies. Some teaching, however, is lacking an enthusiasm that promotes amazement, excitement and discovery. For example, during a science lesson studying plants, the teacher overlooked drawing pupils' attention to the miracle and wonder of growth. Where teachers consciously plan to extend pupils' spiritual development, this is done well. This was demonstrated in a history lesson, where pupils were asked to consider the enormity of the Great Fire of London and in a literacy lesson, where pupils commented on how "worried" and "dreadfully sad" they felt when 'Dogger' was lost.
27. Very good provision for the moral development of pupils is through school routines and assemblies that deal with issues of right and wrong. Pupils have a strong awareness of right and wrong through the 'Golden Rules' displayed in each classroom. Time to think and paired discussion in lessons mean that pupils have opportunities to reflect on moral issues from stories. Adults are very good models, promoting honesty and fairness. Staff treat pupils with respect at all times and expect them to do the same to others. A high quality display in the hall demonstrates the impact of this well as part of their 'Wishes for 2003' pupils "wish people would not hurt others" and "we wish people would remember to say thank you". Religious education, and personal, social, and health education lessons contribute well to pupils' understanding of rights and responsibilities. From an early age, pupils are encouraged to care for the environment, from being aware of litter to conserving the world's resources. This is seen in lessons recycling 'junk' in art and design, and design and technology, and using twigs to form the frame for 'spider's web' weaving. The awarding of 'stickers' for helpfulness and good behaviour, as well as academic progress, reinforces the school's code of conduct. Those with responsibilities such as the school council are expected to be mature and fair. This was observed during a council meeting when members discussed their concerns about the behaviour difficulties of a small number of pupils and seeking ways to help these pupils.

28. Provision for the social development of pupils is similarly very good. Teachers provide numerous opportunities for speaking and listening, and pauses for paired talking during lessons increase pupils' self-confidence as well as the skills of discussion and reasoning. In each class, there are weekly discussions in Circle time, when pupils reflect on issues that are important to them, their feelings and their views. Pupils are helped to learn about themselves, their homes and their families and are taught to care for others in the world. An awareness of the needs of others is fostered through assemblies and collections for local and international charities, for example, UNICEF, diabetes and a local hospice for children. Assemblies are used effectively to develop pupils' awareness of the needs of others. An assembly on the problems of moving house helped three pupils to settle into their new home and a visiting group interpreted the story of the 'Good Samaritan' in a meaningful fashion. These activities make a very good contribution to pupils' understanding of the responsibilities of being a member of the community.
29. Provision for pupils' cultural development is satisfactory. The school provides useful opportunities to introduce pupils to their own and other cultures through stories and charity collections such as 'Comic Relief'. Pupils are encouraged to observe and consider the differences and similarities between various cultures. An awareness of their own heritage is fostered through visits to, for example, York. The French club and topics studied in history and geography help pupils gain an awareness of life in other countries. Whilst an appreciation of art is encouraged through, for example, a visit by a local artist, little attention is paid to art beyond the western world. A visit by an Indian dancer and drummer, and a Japanese student working in the school teaching some pupils the Japanese alphabet have contributed to developing pupils' awareness of others. However, other than some work on Judaism in religious education, there is no planned programme to prepare pupils for living in a multiracial society. This leaves the pupils, who reside in an all white community, relatively unprepared for living alongside other ethnic groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Provision for pupils' care, support, guidance and welfare is very effective and ensures pupils learn in a safe and secure environment. This is significant improvement since the last inspection. Appropriate arrangements for child protection are in place. Health and safety are given high priority, all classroom assistants are trained to administer first aid and accidents are recorded and systematically investigated. In lessons, pupils are taught to be aware of health and safety such as tying hair back for physical education and washing hands after touching plants in science. Regular drills ensure pupils have a clear understanding of emergency and evacuation procedures. The caretaker makes systematic inspections of the school premises and any necessary repairs are dealt with immediately. Strict procedures are in place for the issue of medication to pupils. Records are carefully maintained and medicines are stored securely. Parents value the level of care provided.
31. Policies and procedures to monitor and support pupils' personal development have improved and are now very good. Registration time, school routines, lessons, extra-curricular activities, assemblies, and the Before and After School clubs are used very effectively and contribute significantly to pupils' moral, social, physical and emotional development. All adults enjoy a very constructive, trusting and productive relationship with pupils. They celebrate and reward pupils' achievements both in and out of the classroom. They provide effective supervision, listen attentively to pupils' concerns, and provide good quality information and good educational advice and

guidance. This allows pupils to feel secure and grow in confidence and self-assurance thus contributing to their achievement. The personal, social and health education programme further extends pupils' personal development by ensuring they are provided with appropriate information to allow them to make informed choices, for example about healthy eating and relationships. The programme contributes significantly to recognising achievement and discouraging anti-social behaviour.

32. Staff and the educational welfare officer effectively monitor attendance. Full attendance is suitably rewarded. All absences are investigated. Parents are expected to ensure their child attends regularly. These arrangements enable the school to sustain satisfactory levels of attendance. However, the level of authorised absence is an area for improvement. Though the school discourages families from taking holidays in term time, a minority of parents continues to do so. Others make appointments during school time. This affects their child's learning and disrupts teaching. Managers recognise more could be done to improve attendance.
33. Very effective strategies are in place for promoting good behaviour. The behaviour policy and code of conduct are clear, sensible and consistently implemented by staff. Teachers monitor pupils' behaviour and reward their achievements. These measures are supported by good procedures for monitoring and eliminating oppressive behaviour, which ensure that pupils learn in a warm, caring and friendly environment. Bullying and other types of anti-social behaviour are discouraged, and action is taken to investigate, record, monitor and report incidents to governors. Efforts to discourage anti-social behaviour are supported by staff and known incidents are challenged and investigated, but at present there is no provision for the reporting of racist incidents through the governors' report. The headteacher is aware of this and is taking action to review and develop existing practice.
34. Pupils with special educational needs receive very good support. This is very good improvement since the last inspection. Teachers and support staff have a good knowledge of a wide range of learning difficulties and a very clear understanding of how pupils' learning is affected by their physical, intellectual, emotional and social development. The co-ordinator for special educational needs monitors provision meticulously to ensure the requirements of these pupils are met and that they make suitable progress. Those who work with pupils with more complex and profound needs have embarked on additional training and this has resulted in skilled support. Very good links have been forged with the local special school for advice and to allow pupils with more profound needs access to additional resources such as hydrotherapy and soft play. Advisory teachers for sensory impairment visit the school as required and give advice at annual reviews. The head of the local education authority's special needs supports service works very closely with staff. She visits pupils twice each week and meets with staff each half term to discuss pupils' progress and plan further work.
35. Individual educational plans are good and are reviewed with parents and pupils each term. All include clear targets for, where necessary, behaviour, literacy and numeracy. Plans are implemented consistently and regularly monitored by teachers and classroom assistants to sustain pupils' achievement. Teachers' records and pupils' results in National Curriculum tests show that the intensive support in literacy and numeracy is very effective. Reviews of Statements of Special Educational Need are conducted at the appropriate time and used to set challenging targets which are reflected in individual educational plans. Very close links have been established with the nearby Junior School. Attendance at individual reviews and regular meetings between the two co-ordinators ensure continuity on transfer to the Junior School.

36. Procedures for assessing the knowledge, understanding and achievements of all pupils are good. The key issue has been addressed and good improvement made since the last inspection. The use of assessment to predict pupils' future performance and to make adjustments to what is taught and how it is taught is very effective in the Reception classes and effective in Years 1 and 2. Individual and group learning targets are established and shared with pupils and parents. All children are assessed on entry to the Reception class and at the end of the year using a nationally recognised system. This provides a very clear picture of individual strengths and weaknesses and allows the school to compare itself with other schools locally and nationally. Following external moderation, the results are used to predict national task and test results at the end of Year 2. The accuracy of this information has helped managers to monitor the progress of individual pupils and to set targets for improvement in Years 1 and 2.
37. Assessments of individual pupils are undertaken each term in literacy and numeracy. Teachers use the results to identify areas of weakness, thus influencing what is taught. In most other subjects, pupils' performance is measured against National Curriculum benchmarks as each unit of work is completed. The well-developed procedures include both teacher assessment and a system whereby pupils assess their own performance. The results of each assessment are used by teachers when planning new work. Teachers in the Reception classes use this information very effectively when planning what children at each level of attainment will learn in each lesson. However, on occasions, some teachers in Years 1 and 2 do not use the information to provide sufficiently challenging activities for higher attaining pupils in some lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has significantly improved its links with parents since the last inspection. Parents justifiably speak highly of the school and value the positive ethos, the good teaching and the efforts of teachers to make sure their child is well cared for. They report this pleases them and helps their children to become responsible and mature members of the school community. Parents rightly value the efficient leadership that promotes productive relationships in and out of school. Most parents appreciate the regular communication with the school that ensures their child's achievements are celebrated and valued.
39. The quality of information provided to parents is very good and supports their child's education, progress and personal development. On entry to the school, parents receive an illustrated prospectus which provides helpful guidance for their child's time in school. In addition, regular newsletters provide detail about what is taught in the classroom and enable parents to keep abreast of events in school and in the community. Most parents bring their child to school and take this opportunity to meet and talk to class teachers, visit the classroom, to celebrate their child's achievements and understand the topics being taught. Annual reports of individual progress complement the information parents receive during consultation evenings. However, some aspects of the report only describe topics that have been covered and do not provide sufficient information about areas of weakness. Staff actively encourage parents to attend consultation evenings. During the discussion, targets are set for improvement during the following term. Well-attended workshops for literacy and numeracy have enabled parents to support their child's learning and increase their motivation. Those who are parents or carers of pupils with special educational needs play a full and active part in their child's education and progress.

40. Parents are consistently and actively encouraged to support learning in school as well as at home. A good number of parents contribute by assisting teachers in the classroom and on educational visits. These parents help to raise standards and contribute constructively to pupils' personal and social development. The very active Friends Association provides numerous social and recreational activities which enhance learning and help raise significant funds to purchase educational resources. For example, a group of fathers took part in a 42 mile hike and raised a substantial amount of money which was used to purchase laptop computers. These are used very effectively to improve standards in information and communication technology and to support work in other subjects, thus demonstrating that the productive and purposeful links between the school and home have a very positive impact on learning and on the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher has had to lead the staff through trying times since the last inspection. From the time of her appointment six weeks prior to the previous inspection, she has had to raise staff confidence and self-esteem. To this end she has provided an intensive programme of staff development to raise their expertise and confidence. This is having a significant impact on provision, especially in special educational needs, reading, the Foundation Stage and the use of new technology. All teachers have been given subject responsibilities, all have produced a development plan and all manage a budget. For three years following the last inspection, because of a drop in numbers, the headteacher has had to help staff to face the threat of possible redundancies. As a measure of the value she places on staff she has enrolled them in a national project 'Staff Well Being'. In addition to building morale, she has managed to maintain a focus on raising standards. More recently as pupil numbers have risen, partly due to the good reputation of the school, she had been able to appoint some good, well experienced teachers and classroom assistants, recognising that more staff provide additional expertise.
42. The headteacher is held in high regard by officers of the local education authority, and her knowledge and skill in working with young children is currently being used as a consultant to improve the provision in other schools. During this time, funds have been made available for an acting deputy head. The member of staff appointed is knowledgeable and enthusiastic, and her classroom practice is a good example for other teachers. Most of the time, the headteacher carries a very heavy workload. This is recognised by the governing body who have considered the appointment of a permanent deputy head on two separate occasions. Because this is a small school with a limited budget and because the number of classes fluctuates from year to year, the governors, though sympathetic to the needs of the headteacher, have had to make the choice between a permanent deputy headteacher and classroom assistants. Conscious of the number of pupils with identified special educational needs, with the agreement of the head teacher, they have sensibly decided the priority must be in classrooms.
43. The senior management team, comprising the headteacher, acting deputy, administration officer and co-ordinator for special educational needs, is effective. Detailed minutes evidence meetings are focused, and that senior managers have a good overview of the school, and the vision to move the school forward. Following an audit of the school's strengths and weaknesses, areas for improvement have been identified and form the basis of the school development plan. A rolling programme of classroom observation has identified that aspects such as writing are in need of

improvement with strategies being introduced to raise standards in this aspect. Pupils' performance in tests, and National Curriculum test results of those in Year 2 are analysed carefully each year. The results are used to identify areas of weakness and to set end-of-year targets. In order to improve the provision, the headteacher has compiled and distributed anonymous questionnaires to ascertain the opinions of parents, pupils and staff. Response has been good from all concerned. An analysis of all the responses has been used to identify strengths and areas of weakness which are now being addressed to improve the provision. The chair of governors is currently preparing a similar exercise for the governors.

44. There has been very good improvement in subject management since the last inspection. Through suitable training, all have risen well to their role and all give good support to their colleagues. Co-ordination now ranges from satisfactory to very good. All have linked with their counterpart at the other infant school in town and at the Junior School to ensure the same topics are covered and assessment procedures are common to all three schools. Where co-ordinators are more effective, they have good subject knowledge and are able to help staff identify areas for improvement. Because this is a small staff, some co-ordinators have a heavy workload. However, managers are reviewing this in the light of the success of new appointments. All co-ordinators other than those appointed in September have monitored how well their subjects are taught and their impact on standards. At the time of the last inspection provision for pupils with special educational needs barely met legal requirements. With the skill and enthusiasm of the current co-ordinator the provision has flourished and is now a strength of the school. This is seen in the very good achievement of pupils with special educational needs.
45. Members of the governing body are knowledgeable and up to date with the demands of the school. Many governors have regular and frequent contact with the school, taking part in training and working with senior managers to produce documents such as the Race Equality Policy. All have formed a link with subjects and areas of learning and have produced useful reports of their findings. Governors are helped to have greater understanding of their role through the extensive handbook drawn together by the chair of governors. Numbers of children in the town fluctuate. Both infant schools have experienced times when classes were not full. In order to increase numbers, staff and governors market the school very effectively, ensuring the school has a high profile through articles in local newspapers, attendance at fayres and galas, and circulating the school brochure to new homes. This has paid dividends with numbers increasing, including pupils who travel from the surrounding villages. Along with co-ordinators and senior managers, the governing body contributes to the school development plan. The plan focuses on the needs of the school and is linked to raising standards. Whilst the current plan is for three years, and though all involved have a clear vision how the school will develop, the plan finishes at the end of this financial year. Managers recognise the need for the three-year plan to be a rolling programme. Furthermore, though each target in the plan is costed, some of the costs are not specific and on some occasions mask the true financial implication.
46. There is a good match of teachers and support staff to teach all subjects. The new influx of teachers has brought fresh energy, challenge and enthusiasm. Classroom assistants are well trained in the requirements of their position and make a very good contribution to pupils' learning. Prior to the headteacher's appointment there was no staff handbook and little by way of subject guidance. Since the last inspection, suitable policies have been compiled and a comprehensive staff handbook has been collated providing helpful guidance for all staff. A particularly useful section is the

'supply teachers' individual class survival guide' which, in addition to listing details of classroom and school routines, provides information on pupils who need additional support as well as the location of other useful information.

47. Procedures for the induction of new staff are very good with good quality information provided about school routines and policies for pupil management. Newly qualified teachers and students are given good support effectively. Very good arrangements are in place to monitor the performance of teachers. Objectives are suitably linked the school development plan and governors fulfil their legal responsibilities. The objectives focus on individual development as well as school priorities and training is directed to these areas. All teachers who were eligible successfully passed through the pay threshold.
48. The attractive accommodation is warm and welcoming and provides very good facilities for pupils of this age. It is maintained to a high standard by a committed site-manager and has benefited from decoration to a high standard by youths on community service. Classrooms in Year 1 have been laid out as numeracy and literacy resource bases to provide a rich learning environment for pupils. Learning resources are good for most subjects. These are of good quality, well organised and easily accessible. However, equipment for some subjects is limited. For example, though resources to teach other faiths in religious education are unsatisfactory, good links with another school allow staff to borrow what is needed. Resources reflecting the cultural mix of society are limited. The key issue to improve computer provision has been successfully addressed. All classrooms have computers linked to the Internet. In addition, eight laptop computers are available for small group teaching in classrooms. The equipment is contributing to improved standards.
49. Financial management is good. Governors and senior managers are conscious that the budget fluctuates alongside pupil numbers. Whilst the school appears to have large reserves, this was prudent housekeeping which resulted in sufficient funds being available to employ a second teacher to work each morning in Year 2 to create smaller groups for numeracy and literacy, thus focusing teaching more effectively on individual needs. Day-to-day administration is very effective. In addition to work in the office, the administration officer is a member of the senior management team and has responsibility for the professional development of support staff. She has facilitated good quality training to improve the knowledge of classroom assistants and useful sessions for lunchtime supervisors. Staff make good use of new technology. All office systems, including financial control and the management of pupils with special educational needs, are maintained electronically. Specific grants are used appropriately, for example the small school grant has been used to purchase technician time to ensure computers are in good working order and that staff are confident when using new software, thus contributing to improved standards in information and communication technology. A grant for helping all pupils to be involved in the life of the school has enabled the school to provide good quality changing facilities, including a fixed hoist for pupils who have personal care needs. The recommendations of the most recent audit report have been met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. Whilst maintaining the many strengths of the school, the headteacher, staff and governing body should:
- Improve standards in writing.
(paragraphs 3, 18, 61, 70, 78, 79, 84)
 - Ensure all staff provide work that is suitably challenging for higher attaining pupils.
(paragraphs 3, 13, 37, 64, 66, 67, 78, 79)
 - Provide for pupils to recognise and increasingly understand the diversity of beliefs, attitudes and cultural traditions.
(paragraphs 25, 29, 48, 84, 85)

In addition to the above, the following should be considered for inclusion in the governors' action plan.

- Ensure long term plans include a time allocation for each subject and that the weekly taught time meets the recommendations of the Department for Education and Skills.
(paragraph 21)
- Implement strategies to improve the attendance of some pupils.
(paragraphs 11, 32)
- Ensure the school development plan is an ongoing programme and that each aspect is budgeted for in detail.
(paragraph 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	18	9	0	0	0
Percentage	0	13	58	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	128
Number of full-time pupils known to be eligible for free school meals	N/a	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	29	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	24	30
	Girls	27	27	27
	Total	56	51	57
Percentage of pupils at NC level 2 or above	School	95 (93)	86 (96)	97 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	26	30
	Girls	28	26	29
	Total	57	52	59
Percentage of pupils at NC level 2 or above	School	97 (96)	88 (96)	100 (93)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	128	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.3
Average class size	25.6

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	179

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

* Based on 132 pupils on roll 2001/02. The large reserves include planned funding for a part-time teacher.

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	311,242
Total expenditure	269,543
Expenditure per pupil	2,042*
Balance brought forward from previous year	26,799
Balance carried forward to next year	41,699

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	128
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	54	46	0	0	0
Behaviour in the school is good.	41	48	4	2	4
My child gets the right amount of work to do at home.	39	46	13	0	2
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	46	43	7	0	4
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	2
The school works closely with parents.	48	48	2	0	2
The school is well led and managed.	74	22	2	0	2
The school is helping my child become mature and responsible.	61	35	2	0	2
The school provides an interesting range of activities outside lessons.	39	39	13	0	9

The number of parents responding to the parents' questionnaire is lower than the school expected. This is thought to be because parents had completed and returned a similar questionnaire earlier in the school year.

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

51. Work with young children in the Foundation Stage is a strength of the school. All children are admitted at the start of the school year in which they are five. Those who have their fifth birthday later in the school year attend part-time initially over a couple of weeks. All have had some form of pre-school education. Though children enter the school with a wide range of abilities, overall, attainment on entry is broadly average. A carefully planned programme helps children settle into school life and they quickly become familiar with routines. By the time they leave the Reception class, most attain the early learning goals in the six areas of learning and move easily into the National Curriculum Programmes of Study. Many achieve above the goals in communication, personal and social development, computer skills and physical development. Links with parents and carers are very good.
52. Though both class teachers are relatively new to working with young children, the quality of teaching ranges from good to very good, being good overall. This is improvement since the last inspection when some teaching was satisfactory. Over the past year, a changed approach to learning has been introduced. New equipment has been purchased, the rooms re-organised and opportunities planned for children to have more control over what they learn. Teaching and learning are very good in personal and social development, communication, reading, physical development and information and communication technology. A particular strength is the way children are expected to make choices, think for themselves and organise their learning. Teachers, the nursery nurse and classroom assistants work very effectively as a team, providing a stimulating, fascinating environment which helps young children to learn. Staff are knowledgeable in working with young children and provide numerous opportunities for children to gain independence. Activities are planned well to be of interest to both boys and girls. Assessment when children first join the school gives a clear picture of each child's level of attainment. Understanding and skills are recorded and the information is used to plan individual programmes, carefully tailored to each child's needs. Planning is detailed and activities are meaningful and challenging. Adults are timetabled to spend time in each area, facilitating activities and recording achievement. As a result, children make at least good and sometimes very good progress. Staff ensure that children with special educational needs are comfortable and that physical needs such as physiotherapy are undertaken discreetly in the classroom to avoid losing valuable learning time. Children have fun, and enjoy learning because of the lively, imaginative environment and the enthusiastic way lessons are presented.

Personal, social and emotional development

53. Staff place great emphasis on the provision for this area, recognising that children have come from a number of different settings and so have to get to know each other. Teaching in this aspect is very good, enabling children to exceed the expected levels by the time they leave the Foundation Stage. Staff have successfully created an environment in which children show care and respect for each other. Routines are well established and children are given responsibilities. Children are actively encouraged to make choices from the activities on offer, and this helps them become independent and take initiative in their learning. Staff plan for children to work together in pairs or small groups as an activity demands. Tasks such as

creating a maze or using large construction equipment to build a house for teddy strengthen relationships and encourage children to help each other. Children readily co-opt others in their imaginative play, such as going on a bear hunt or baking a cake for mum's birthday. All are growing in confidence and behave very well. By the time they leave the Reception class, most can dress themselves through targets such as 'This week I am going to put my jumper on by myself'. A weekly link with a local special school contributes to children's confidence and self-esteem. In addition, it enables them to appreciate and respect differences in others.

Communication, language and literacy

54. Children make very good progress because of very good teaching. By the time they leave the Reception class, most achieve the early learning goals, with many achieving above the level expected in communication and reading. Achievement in speaking and listening is very good. All adults listen attentively to children, making them realise their contributions are valued. They provide very good opportunities for discussion so children begin to express their thoughts and listen politely to others. Activities such as using a microphone and tape recorder contribute well to progress in this area. As a result, children speak clearly and confidently in whole sentences, for example, when introducing themselves and chatting about a much enjoyed birthday party. Higher attaining children have acquired the skill of interviewing, asking questions such as "How was the football yesterday?" with the response, "Great, thank you". The teaching of literacy is very well structured and is contributing to progress. Teachers use short sections of the National Literacy Strategy at various times of the day to focus on the teaching of, for instance, letter sounds and blends. All children recognise their first and second name and use this to register each day. Most are beginning to read simple books. Some know a good number of words and use picture clues to help them recognise new vocabulary. All regularly take books home to share with parents and carers. Most children control their pencils well. They enjoy working in the 'office' using the desk and keyboard. Most write their first names, with higher attaining children writing both names using correctly formed letters. All dictate their ideas, some write over adult writing, others write underneath with higher attaining children writing a few words independently. Recognising many boys are reluctant to write, staff have been successful in encouraging writing through, for example, writing signs for vehicles and instructions for routes around the cycle path.

Mathematical development

55. Children make good progress in mathematics and reach the expected level by the time they leave the Reception class. Staff place strong emphasis on teaching children to count and songs about counting form a regular part of daily routines. Displays of numbers, shapes and patterns support children's learning. During physical education lessons, children's understanding of numeracy is extended through counting steps and using positional vocabulary such as 'under', 'over' and 'behind'. Mathematics lessons are fun. Children made very good gains in recognising numerals and words to five and in identifying small numbers without counting during a 'teddy bears' picnic'. They estimated, for example, how many plates were in a pile and matched them to the number and size of bears. Children enjoyed matching numerals to the number of items on their picnic plates, with higher attaining children working out how many items were on two plates. Activities have been well thought out to interest reluctant boys, such as tallying the number of successful shots in the

outdoor basketball. Children increase their understanding of money through playing in the grocer's shop. Through sand and water play, they have a basic understanding of capacity and say which container is full and which is empty.

Knowledge and understanding of the world

56. Children make good progress in their knowledge and understanding of the world, achieving the expected levels by the time they leave the Reception class. Teaching is good and staff plan good opportunities for children to learn about different jobs through pretend play on the 'building site' or in the 'garage'. Children have acquired an awareness of the passage of time by comparing themselves to a visiting baby. They have a good understanding of 'old' and 'new' through investigating and comparing modern day irons and washing machines to those from their parents' and grandparents' time in Mrs Lather's laundry. Children have a suitable awareness of 'place'. Most know their way to school and the route to the local special school. Higher attaining children have planned routes in the outdoor area for others to follow. A respect and awareness of beliefs are fostered through celebrations such as Christmas, Hanukah and Diwali. Children are curious and enjoy investigating and exploring, for example, materials which soak up water. They confidently use vocabulary such as 'float' and 'sink' and discuss which materials would be suitable for stuffing a teddy bear making their choice of 'fluffy' and 'cuddly' fabrics. All children are very confident using computers because of skilled teaching and easy access to a good range of equipment. They are equally comfortable using a desk-top machine with a hand-controlled mouse or laptop with a touch sensitive pad. Their knowledge and use of new technology are above that expected of children of this age, for example, as they use a computer to make a pig walk along a road, or plan route for teddy to get to a picnic.

Physical development

57. Children make very good progress in their physical development because of skilled teaching and because of the activities provided. By the end of the Reception class, most children are achieving beyond the early learning goals. Activities in the outdoor area have been designed carefully to extend the children's range of movements and skills. As a result they are confident and agile, improving their balance and co-ordination as they use the climbing frame and hop and jump around the playground games. Children improve their aim and accuracy as they 'shoot' balls at the basket. Physical education lessons for younger children are in small groups. This gives them confidence, enables them to use the space well and allows the teacher to give more time to each child to improve their skills. Children are aware of the need to 'warm up' their bodies for exercise and all start and stop their movement on request. They run, skip and hop in different directions and improve the quality of their movement by, for example, being taught how to move without making a noise with their feet. Most interpret music well. Younger children were observed making 'giant strides' and 'fairy steps' to notes on the piano. Older children reflected the mood of the music during a 'bear hunt'. They pushed hard against the wind and twirled and whirled as snowflakes in a storm, with a few reflecting the mood in their facial expressions. Whilst staff provide the opportunity for children to cool down and relax at the end of the lesson, insufficient attention is given to developing the children's awareness of the effects of exercise on the body. Children grow in confidence as they are asked to demonstrate their movement to others. When working on table-top activities, children use construction sets successfully to make models, and use scissors and hand tools with increasing control.

Creative development

58. Teaching is good and helps children to make good progress and achieve the early learning goals by exploring colour, texture, shape and by investigating musical sounds and learning new songs. Children crayon and paint pictures of each other. Pictures vary in detail, but all are completed carefully. By the end of the Reception class, children know the colours of paint and mix them appropriately to create pictures such as the 'Emperor's New Clothes'. To support their work in literacy, children have used materials such as chicken wire, plaster of Paris and newspaper to produce an enormous shoe for the 'Old woman who lived in a shoe'. This was later taken outside to play in. Most know a satisfactory range of songs which they sing in unison, sitting up to help their breathing, and accompanying each other using percussion instruments.

ENGLISH

59. Since the last inspection, standards have been maintained in writing and improved in reading and in speaking and listening. This is attributable to good teaching and the introduction of the National Literacy Strategy. Overall, standards in literacy are good. Standards in speaking and listening are good because teachers provide opportunities for pupils to use their skills in all subjects. They provide opportunities for pupils to discuss their work in pairs and report back to the whole class. By the end of Year 2 pupils understand and respond to increasingly complex instructions, statements and questions. They grow in confidence, they look at the person they are speaking to and understand they must wait their turn to speak. They make sensible contributions to discussions and elaborate their ideas, for example, when discussing poems from around the world. Their ability to respond in clear speech using standard English is above average. This is because teachers have high expectations. For example, after writing letters of invitation to children in the Reception class to attend a puppet show, pupils in Year 1 delivered these by hand to each class, explaining clearly the reason for their visit. On returning to their own classroom, they were expected to report the reaction of the children in the Reception class and did so with enthusiasm. Vocabulary is consciously reinforced in all subjects so pupils extend their technical vocabulary. This was seen when a pupil in Year 1 confidently read and explained the meaning of the word 'telescope'. Pupils of all levels of attainment confidently converse with adults in an assured manner. All pupils take part in drama. In addition to breaking down the barriers of self-consciousness, pupils grow in confidence and achieve high standards in performance, with all taking part in whole-school productions.
60. Standards in reading are good. Pupils of all levels of attainment are acquiring a suitable variety of strategies such as letter sounds, using contextual clues and prior knowledge, to make sense of the written word. Higher attaining pupils read unfamiliar poems fluently and offer considered opinions about what they have read. They are beginning to identify themes and features of characters, referring to the text to support their points. Pupils of average ability recognise humour as they read an unfamiliar text. Those who are below average demonstrate a good understanding of an unfamiliar text by commenting, for example, that they, "wouldn't like a seal as a pet because it might eat my tea, if it's fish". Pupils are proud to read to visitors. Whilst they read a limited range of fiction and non-fiction, having access to a limited range of styles, pupils are familiar with books by well known authors and give reasons for their choice of books. Most pupils read regularly at home and their reading records are kept up to date.

61. As at the time of the last inspection, standards in writing are broadly in line with those expected by the end of Year 2. Pupils write in sentences using an increasingly complex structure and have produced a satisfactory volume of work. Time to think is effectively built into the lessons to encourage pupils to develop their ideas and make writing more imaginative. Standards in spelling are satisfactory. Though pupils improve their handwriting, few join their letters. Pupils make limited use of preparing simple plans to improve the content and accuracy of their writing. Though some use is made of word processing to improve the appearance of work, this is not used adequately for drafting and refining work. Pupils have too few opportunities to write at length or for different purposes such as lists, diaries and accounts in other subjects. The school has taken positive action to improve boys' achievements in writing such as inviting an author of children's books into school to run workshops.
62. The quality of teaching and learning has improved since the last inspection and is satisfactory overall and sometimes good. Teachers have adopted the National Literacy Strategy well and this has given them confidence when teaching reading. All provide opportunities to promote literacy in other subjects which improve pupils' rate of progress. Teachers plan carefully and identify what the learning for each lesson will be. The objectives are usually explained to pupils in simple language at the start of the lesson. This focuses their attention on what they will learn. A key strength is the development of speaking and listening, which is supported by very good relationships between pupils and staff. Teachers build up pupils' confidence by valuing what they say. They ask a good range of questions, often directed at particular pupils to match their attainment or hold their attention. A wide range of teaching methods is used, which helps to include all pupils in their learning. The management of lessons is good enabling lessons to run smoothly without interruption so that pupils learn well. Classroom assistants work very well alongside teachers. They are well briefed and adopt many of the same techniques used by the teachers, so that pupils with special educational needs have the benefit of more individual attention to further their learning. Occasionally during the whole class lessons, classroom assistants are listening to the teacher rather than participating in an activity to support learning, such as planned pupil observation. Assessment is on-going through question and answer sessions, during the review of lessons and through the marking of written work. Written work is now levelled and moderated by teachers in school. Pupils have individual and group targets, which are reviewed regularly, by the teacher and pupil and shared with parents. This enables pupils to have a good knowledge about their own learning.
63. Subject management is satisfactory. Documentation is sound and there has been effective monitoring of teaching and learning which has identified areas for improvement. Useful assessment systems have been established which allow staff to track each pupil's progress carefully through school. The information gained in assessments is used satisfactorily and contributes to the standards achieved through the setting of challenging targets.

MATHEMATICS

64. Pupils' performance in the 2002 national tests for Year 2 pupils showed overall attainment above national averages though the number of pupils attaining the higher level 3 was in line with the national average. However, until 2002 with its associated difficulties, the rate of improvement since the last inspection had exceeded the national trend. Inspection evidence indicates standards in numeracy are good overall. The majority of pupils in the current Year 2, including those with special

educational needs, are attaining the minimum expected level. In this respect achievement is good. Higher attaining pupils, however, are not being sufficiently challenged. They are mainly working at tasks that are just above the expected level and not always sufficiently challenged to meet the expectations of the higher Level 3.

65. Pupils have a good awareness of the properties of shapes such as hexagon, triangular prism, sphere and circle, though not all higher attaining pupils use this knowledge in discussions about similar shapes. For example, they found it difficult to relate the properties of a spinning hoop to a sphere. All pupils are aware of the use of centimetres in measurement, with higher attaining pupils measuring and drawing a line to a given length. Simple problems involving one operation of addition or subtraction are understood but pupils are uncertain when using more than one. For example the problem of whether it was possible to buy 3 items at 15p with 40p was not attempted well. When working with numbers, pupils list odd and even numbers with higher attaining pupils finding, for example, the first even number in a list 5, 8, 9, 12, and 15. All pupils recognise coins. Most add coins and some work out change from 20p. Higher attaining pupils add 10p coins to £1.00. All pupils differentiate between light and heavy and know people are weighed using kilograms. Some pupils estimate their weight reasonably accurately. Pupils know the hours on a clock face and higher attaining pupils record the time to quarter hour intervals. All pupils represent fractions such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ in simple shapes. They have little knowledge of angles.
66. The overall quality of teaching and learning is good and all teaching is satisfactory or better. No very good teaching was seen. Where teaching is good there is a good structure, lessons are planned well with a challenging focus on what is to be learned by pupils of all levels of attainment. Good use is made of classroom assistants. In a lesson for Year 1 pupils, for example, the teacher involved all pupils in questioning and strongly emphasised the need to record the larger number first when completing subtraction calculations. Classroom support was used well to ensure that pupils of all levels of attainment gained maximum benefit from tasks and that pupils with special educational needs were fully included in the learning. Where teaching was less effective the learning objectives were not shared with pupils, planning was based on expectations of average attainment, teaching lacked the change of pace that would stimulate pupils' interest. All teaching provided work at different levels of difficulty but the challenge for higher attaining pupils was insufficient to extend their understanding. For example, in a lesson for Year 2 pupils, questions were not directed to pupils of different abilities. The teacher consolidated number facts but did not challenge pupils to use the place value relationships. Skills in information and communication technology were used well in lessons for Year 1 as groups of pupils worked in pairs using software that improved counting and developed the representation of quantities on pictograms.
67. The subject is well led and managed by the co-ordinator. There are good procedures for assessing the progress of pupils and the information gathered from assessment is used well to identify learning needs. The individual performance of pupils is monitored and projections are made about future attainment. Targets are set for the school, year groups and individual pupils. Parents are involved early in the school year and targets are reviewed regularly throughout the year as pupils' learning progresses. Teaching is monitored and staff training is used to improve the quality of teaching. Although challenge for higher attaining pupils is a focus of the school, monitoring has not yet identified the need for some teachers to provide more opportunities for tasks at higher levels of attainment. The use of information and communication technology

skills is encouraged and the subject is well resourced with software that will assist learning in all aspects of the subject.

SCIENCE

68. In the national tests for 2002, all pupils attained the required Level 2. However, no pupil achieved the higher level 3. This was partly due to the composition of the classes, partly due to the changes of teacher and partly because pupils, reportedly, lacked curiosity. The results were disappointing for the school, because for the previous three years, the percentage of pupils achieving the higher level had risen steadily to 55 per cent. Over time, this is good improvement since the last inspection. Inspection evidence indicates standards in the current Year 2 are good with a high percentage of pupils already working at the higher level.
69. Pupils achieve well through a broad range of suitable learning experiences and good teaching. Pupils make good progress in their knowledge and understanding of science, and in developing their investigative skills. By Year 2, all pupils understand that breathing keeps them alive and higher attaining pupils know some of the characteristics of living things. All have grown plants from seeds and know that seeds need light, warmth and water for them to grow. Pupils make predictions as to what they think might happen. For example, when making a circuit, they consider the impact of including more than one bulb or battery. They make observations and talk confidently about their findings. Most pupils are beginning to understand the need for their test to be fair. A good understanding of forces has been acquired with pupils being familiar with 'pull' and 'push' and describing the forces needed to ride a bicycle.
70. The quality of teaching and learning is good. Teachers plan their work well, providing very good opportunities for pupils to investigate and ask questions. Teachers introduce new vocabulary carefully, and reinforce it well. They emphasise key words and this helps pupils to develop an understanding of scientific vocabulary. Teachers provide very good opportunities for pupils to improve their speaking and listening. Questions such as "How?" and "Why" encourage pupils to reason. These enable pupils to improve their speaking and increase their scientific knowledge. Pupils know they have to look carefully in science. They enjoy using magnifying glasses and are pleased to find something not seen by others in their group, such as a tiny seed case nestling in the base of a pot of cress. Good opportunities are provided for pupils to use their mathematical skills by, for example, measuring the distance a toy car travels and keeping a record of plant growth. Reading is improved through the use of 'Big Books' to introduce lessons. Although a good example was observed in Year 1 of pupils improving their writing through science, the scrutiny of work indicates this is not the case with most teachers. Though findings of investigations are recorded, most times these are on worksheets requiring single word answers or labels for diagrams. This reduces pupils' progress in writing independently. Teachers make good use of computers to find information and extend learning. Both lessons ended with a useful review where pupils reported what they had learned.
71. Subject management is good. The co-ordinator has a clear overview of the subject and knows what needs to be done to improve standards further. Following the disappointing 2002 results, and to challenge higher attaining pupils, the school is to take part in a local authority initiative linking science, information and communication technology, and design and technology. Exploring the school grounds for mini-beasts, a visit to a sea life centre and visitors from a local college, taking small animals into school, make learning more meaningful for pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

72. Since the previous inspection there has been good improvement in the provision for information and communication technology, when it was a key issue for action. There is now a regular and structured curriculum taught as a result of improved resources and the commitment of teachers. As a result standards have risen so that they are now in line with those expected of pupils of this age. Resources have improved significantly with all classrooms having access to the Internet as well as other computers for pupils to develop their skills. A large display screen has been purchased and is used effectively by teachers demonstrating the use of software and providing pupils with a clear image of which keys to use and how the software reacts to instructions. Laptop units have been purchased so that a greater number of pupils can benefit from using new technology. Considerable training has developed teachers' skills, so that they are confident in planning and demonstrating the skills to be learned. Good training for classroom assistants has enabled them to help pupils in regular and frequent opportunities that develop their skills.
73. It was not possible to observe any lessons. Observations of pupils learning as a part of lessons in other subjects and discussion with pupils reveal a satisfactory range of experiences and skills. Pupils speak with confidence and demonstrate how to use electronic mail, graphics software to create pictures, give instructions to a programmable toy and use word processing skills for letters and stories. They research CD ROMs and the Internet for information. They describe the sequence of actions required to load software, find files and save their work. For example, pupils in Year 1 made confident use of the mouse to activate various icons in the software as they used a program to develop number skills of addition to twenty. Pupils in Year 2 used a CD ROM effectively to research information about the Great Fire of London in a history lesson and to find out more about circuits in science.
74. An enthusiastic teacher provides colleagues with strong support and manages the subject well. She provides clear guidance about teaching the subject and has involved the school in a project to develop the use of computer skills in other subjects. Other developments include a lunchtime computer club organised by two classroom assistants and workshops for parents by the community college. Sensible provision has been made for the maintenance of the complex hardware and the school operates an effective policy of safe Internet access.

ART AND DESIGN, DESIGN AND TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC, PHYSICAL EDUCATION AND RELIGIOUS EDUCATION

Owing to timetable arrangements and the short duration of the inspection, lessons were not observed in all subjects. Judgements about the overall quality of teaching and standards therefore cannot always be made. Where judgements have been made, these are based on a careful scrutiny of pupils' work, displays, video and audio tapes of performances, and photographs, through looking at teachers' planning and from talking to staff and pupils.

- One lesson was observed in history, music, art and design and physical education.
- No lessons were observed in geography and design and technology.
- Two lessons were observed in religious education.

Subject	Achievement	Improvement since the last inspection
Art and design	Good	Good
Design and technology	Good	Good
Geography	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Music	Satisfactory overall Very good in performance	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Above that laid out in the Locally Agreed Syllabus	Satisfactory

75. Achievement in **art and design** has improved since the last inspection and is now good. By Year 2, pupils investigate and use a good range of materials to express their ideas. After studying the work of Picasso, Rembrandt and Matisse, they have produced portraits using, for example, thick paint and pastels with most siting the features in the correct place. Pupils described with enthusiasm their pastel and watercolour studies of flowers and the seaside in the style of local artist Hector Fraser. Three-dimensional work has improved considerably since the last inspection, with pupils now achieving highly when using slabs of clay and slip to produce houses. Pupils of all levels of attainment described the pleasure and pride they felt when working with a sculptor to produce a giant that 'reached from t'floor to t'ceiling'. Pupils reported how they bent chicken wire, stuffed the frame with newspaper and made and used papier mâché. Their knowledge of textiles increased as they selected different fabrics to make his clothes. Whilst pupils have the opportunity to study and work in the style of a good number of Western artists, work reflecting other cultures, for example African or Aboriginal art, is under developed.
76. Teaching and learning in the one lesson seen were good. The lesson was very well planned. A very wide range of resources was made available so that pupils could make choices and personalise their work. A good introduction using high quality photographs of different types of looms and weaving contributed to pupils' historical knowledge. A good demonstration gave pupils confidence and all were eager to begin the activity. By the end of the lesson, pupils of all levels of attainment had produced good examples of box weaving, weaving using card, and 'spider's web' weaving using small twigs for the frame. Pupils drew on previous learning and used colour and texture effectively to produce a pleasing result. Some pupils confidently used a computer program to design their work. Sketch books have been introduced since the last inspection. This allows progress to be checked more accurately. Pupils are comfortable reviewing their work and know what they need to do to improve. For example, after painting a character from a story, one pupil observed, "It dripped a bit so I need a bit less water next time".
77. Achievement in **design and technology** has improved since the last inspection and is now good. Though no lessons were observed, it is evident from talking to pupils and from the scrutiny of work that pupils now have a much clearer understanding of the need to plan and review their work. By Year 2, pupils have designed and made finger puppets, listing the materials they will need, the order of their work and evaluating the outcome. When designing clothes for cyclists, they have considered the need for the garments to be warm, safe and comfortable. Design days, using visitors from out of school, have been particularly successful and contributed significantly to pupils' personal development through teamwork. One such example,

'Build It Day', saw each class designing and making buildings for a seaside town. By the end of the day, pupils were amazed by the transformation of the hall, as roads led them past a clock tower, cafés, shops and hotels. Similarly, pupils had enormous fun and made good gains in skills and knowledge as they spent a day designing and making vehicles. Pupils made choices of an extensive range of materials and hand tools to produce tractors, lorries and buses. Following a 'test drive' they considered the suitability of their model, questioning, for example, why their vehicle did not run smoothly, then solving the problem by observing "The rod between the wheels needs to be longer." Pupils of all levels of attainment confidently use a range of small hand tools and observe the need to be safe by wearing eye protectors. In **food technology**, pupils have designed and made small cakes and sandwiches, considering the ingredients and shape. On completion, they reflected on the question, 'Did I like the smell, the look and the feel?' The scrutiny of work shows evidence of good opportunities for pupils to extend their understanding and application of numeracy by, for example, discussing shape, comparing lengths of dowel and measuring ingredients.

78. As at the time of the last inspection, achievement in **geography** is satisfactory. Pupils make at least satisfactory progress and some, including those with special educational needs, make good progress. This is achieved through well-planned lessons which take account of pupils' levels of understanding and opportunities for them to improve their reading and communication skills. Pupils develop their mapping skills by drawing picture maps of the journeys made by Barnaby Bear, for example, from Driffild to Florida by aeroplane and car. By Year 2, pupils have a satisfactory understanding that life on the Scottish Island of Struary is different from that in their own locality. Features such as cottages and roads added to a map demonstrate good understanding of human impact on the environment. Pupils know that China is far away from the United Kingdom. They know that farmers there wear conical shaped hats to protect them from the rain and sun. Higher attaining pupils use their literacy skills, for example to identify a piece of poetry as probably being written by a Chinese poet, using both written and illustrative clues to support their reasons. Recording in books demonstrates appropriate progress, covering aspects such as place, natural and human environment and ways of mapping. Whilst presentation is satisfactory, higher attaining pupils are not always sufficiently challenged and have too few opportunities to write independently.
79. Achievement in **history** is satisfactory. No judgement is made about the quality of teaching since it was not possible to observe a representative sample of teaching. Analysis of pupils' work and discussions with pupils show appropriate understanding of topics studied such as the life of Florence Nightingale and the history of toys. In the one lesson observed about the Great Fire of London, pupils responded well to good questions that promoted enquiry and discussion. Knowledge and interest from previous learning were used effectively when interpreting meaning from a large picture. An example of personal research was evident when one boy reported that 82 of the 91 churches in London had been destroyed by the fire. The subject makes a good contribution to pupils' personal development. For instance, when pupils closed their eyes and visualised the flames, they began to appreciate the emotions of fear and panic. Pupils of all levels of attainment demonstrated good command of speaking and listening as they discussed the use of 'fire gaps' to stop the fire, with the teacher pausing regularly to reinforce pupils' understanding of the enormity of the disaster. Though pupils record their work, much is in the form of work sheets and single word answers. Evidence from the scrutiny of work indicates pupils have

too few opportunities to write independently and at length. On occasions the same task is set for pupils of all levels of attainment. This reduces the level of challenge for higher attaining pupils. Since the last inspection, a simple system has been introduced to record pupils' progress. Resources have improved with the purchase of 'Big Books' that are used effectively and contribute to standards in reading.

80. Though overall standards in **music** remain broadly in line with expectations, pupils' achievements in performance are very good. It is not possible to make a judgement on composing. In the one lesson observed using percussion instruments, pupils maintained time well and showed good control. Teaching was prepared and organised well and successfully involved all pupils in learning. Pupils worked on their own performance and improved through carefully following directions. Pupils of all ages and levels of attainment regularly take part in public performances. Video evidence shows pupils have enormous fun singing, dancing and chorale speaking. All are confident and make eye contact with the audience. Those taking solo parts sing tunefully and deliver their lines clearly. Many breathe correctly giving power to their voices and clear diction. Pupils make good gains in playing an instrument through the opportunity to join the lunchtime recorder club. The club is full and has a waiting list. During the session observed, the teacher gave clear musical direction, enabling pupils to improve their fingering, knowledge of notes and play as a group. Good use is made of music on entry and exit from assemblies to create an atmosphere. Pupils increase their awareness of a number of composers and musical styles through this, enjoying and responding appropriately to the beautiful music.
81. Pupils' performance in **physical education** is in line with that expected of those of this age. Though the provision is currently being reviewed, achievement is satisfactory. Pupils understand the need to change and warm up for physical activities. In the dance lesson observed, pupils responded appropriately to percussion instruments, taking on the characters in Jack and the Beanstalk, producing exaggerated movements for the giant and 'fussy' movements for the mother. Most made good use of space and travelled on different levels, such as high in the air or close to the ground. In addition to lessons, pupils improve their ball skills, hand and eye co-ordination and teamwork at playtimes through well-organised activities. When playing games, they throw a ball with reasonable accuracy. Most keep their eye on the ball and sometimes catch it whilst running. Pupils of all abilities take part in simple games using bats and balls. A few make up rules as they go along and all understand the need to play fair. Pupils enjoy exercise and are pleased to be chosen to demonstrate to others in the class.
82. Teaching and learning in the one lesson seen was satisfactory. Good attention was paid to health and safety and the teacher ensured that all pupils, including those with severe and physical needs, were fully included in the lesson and were given the chance to demonstrate their movements. Whilst pupils were given good opportunities for choice, and chance to observe good examples of movement in others, at times this took too much time so pupils were not physically active the whole lesson.
83. Standards in **religious education** have been maintained since the last inspection and remain above the requirements of the Locally Agreed Syllabus by the end of Year 2. Most pupils, including those with special educational needs, achieve well in relation to their prior attainment. By the end of Year 2, pupils have a good understanding of human values and the need for rules. They are able to link this to the Ten Commandments and see them as a set of rules by which people, particularly

Christians and Jews, live. Pupils understand that people are special, that there are special adults in school and at home and that these people have specific roles. Celebrations form an important part of school life, including observance of religious festivals such as Diwali, Hanukah and Christmas. This contributes to pupils' spiritual and cultural development.

84. Teaching and learning are good overall. Lessons are well planned to take account of pupils' knowledge and experiences. Questioning, tailored to pupils' ability, is effective in making all pupils reflect on their own experiences so that they have a deeper understanding of the thoughts and beliefs of others. Lessons are spiritual in nature. Using a variety of strategies, such as 'Circle Time', teachers ensure that pupils successfully learn through the sharing of ideas. This has a positive impact on pupils' personal, social and moral development especially in promoting pupils' well-being and consideration for others. Pupils enjoy their work and this contributes to their good achievement. They behave well and willingly take part in discussions. Whilst teachers provide very good opportunities for pupils to improve their speaking and listening, pupils have too few opportunities to extend the quality and quantity of their written work. Teachers assess pupils' knowledge and understanding following each unit of work as outlined in the Agreed Syllabus. The co-ordinator has adapted the curriculum to meet new requirements. Though good attention is given to Christianity and Judaism, opportunities are missed to increase pupils' awareness major world faiths and the rich diversity of society. For example, when looking at greetings cards, almost all related to Christian celebrations, with no examples of cards representing Asian festivals such as Eid.

Other information

85. Overall, subject management is good. Although co-ordinators for art and design, geography and physical education have only been in post for one and a half terms, they have made a good start in reviewing the skills of staff and what is taught. All are clear about the strengths of their subject and are aware what needs to be done to improve. Useful portfolios have been compiled in all subjects showing examples of work. Where these are most beneficial, the work is dated and annotated and levelled against the National Curriculum. Some co-ordinators, for example in art and design, use the National Curriculum web-site to check if work compares favourably to the national standard. All have produced useful policies and information to guide their colleagues. Longer serving co-ordinators have observed classroom practice and evidence indicates findings have had a positive impact on learning. For example in design and technology in the way pupils now consider and evaluate their work. All co-ordinators have established links with their counterpart at the other infant school in the town and at the Junior School to ensure the same topics are taught and that assessment systems are common to all three schools. Assessment procedures such as end of unit recording in geography and key skills in history are good. Whilst resources are satisfactory overall, there are too few interesting objects and artefacts to support the teaching of the major world faiths in religious education. Staff have overcome this in the interim by borrowing from the Secondary School.