

INSPECTION REPORT

BROOKFIELD INFANT SCHOOL

Larkfield, Aylesford

LEA area: Kent

Unique reference number: 118484

Headteacher: Mrs M D Woollven

Reporting inspector: Mr A Fullwood
21184

Dates of inspection: 25th – 28th November 2002

Inspection number: 247909

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Swallow Road Larkfield Aylesford
Postcode:	ME20 6PY
Telephone number:	01732 840955
Fax number:	01732 875942
Appropriate authority:	Governing body
Name of chair of governors:	Mrs D Patch
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Alan Fullwood	Registered inspector	English Music Religious education	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?
9614	Carolyn Webb	Lay inspector	Equal Opportunities English as an additional language	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
30691	Kathleen Yates	Team inspector	Foundation stage Mathematics Art Geography Special educational needs	
T12690	Joe Evans	Team inspector	Science Information and communication technology Design and technology History Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle division of Parkman
The Brow
23 Trewartha Park
Weston Super Mare
North Somerset
BS 23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookfield Infants is an average-sized school situated in Larkfield near Aylesford. There are 232 pupils on roll, aged from four to seven years, taught in nine single-aged classes. Currently, there are a similar number of boys and girls. At the time of the inspection, 82 children were in their Reception year. The school mainly serves the immediate area around the school. Pupils live in a mixture of rented accommodation and owner occupied housing. Most pupils are from a United Kingdom British background. Four pupils are from ethnic minority backgrounds and one pupil is at an early stage in the acquisition of English. Approximately five per cent of pupils are currently entitled to free school meals, which is well below the national average. Approximately 25 per cent of pupils are listed as having some form of special educational need, broadly in line with the national average. There was a 25 per cent movement of pupils, to and from the main school at times other than their normal first admission or when they transfer to junior school, last year. The attainment of the children on entry to the school, although wide ranging, is below average. At the time of the inspection, two teachers were on long-term sickness and their classes were taught by supply teachers.

HOW GOOD THE SCHOOL IS

Brookfield Infant is an effective school where pupils make good progress from a below average starting point and achieve average standards in reading, writing and mathematics. It provides a good education for its pupils and successfully encourages them to develop good attitudes to learning and to behave well. The school is led and managed well. It provides good value for money.

What the school does well

- Pupils achieve above average standards in art and design technology.
- The quality of teaching and learning provided for children in the Foundation Stage is good.
- It provides well for pupils with special educational needs.
- It provides well for pupils' spiritual and cultural development and very well for their moral and social development.
- It is led and managed well.

What could be improved

- The provision made for improving pupils' standards in writing.
- The provision made for improving pupils' abilities in the mental recall of number facts.

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 satisfactory improvement since it was last inspected in January 1998. The standards of pupils' attainment in reading, writing and mathematics stayed in line with the nationally improving trend until 2002, when they fell sharply. Curriculum provision has been improved and provides more challenging work for more able pupils. The school is developing effective self-evaluation procedures and these are used well to inform the school's development plan. Satisfactory improvement has been made to procedures for assessing pupils' attainment and tracking their progress. The provision for pupils' spiritual and cultural development has improved. The school provides good leadership and management. Systems for monitoring the work of the school are established and the school is well placed to make further improvement.

STANDARDS

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

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

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

The above table shows that pupils' standards of attainment in reading, writing and mathematics in the 2002 National Curriculum tests were well below average when compared to all schools and when compared to similar schools based on the percentage of pupils receiving free school meals. According to teacher assessments pupils' standards of attainment in science were also well below average when compared to all and similar schools. These results were not typical of the school and this group of pupils contained a high proportion of children with special educational needs and personal difficulties. Although varying from year to year, standards have generally shown a downward trend in recent years, which is mirrored by the decline in the children's attainment on entry to the school.

Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is in line with national expectations in reading, writing, mathematics and science. Pupils make good progress overall and satisfactory progress in writing. Pupils make satisfactory progress in achieving standards in line with national expectations in other National Curriculum subjects and religious education, except for art and design and technology where pupils make good progress and attain standards above national expectations.

The majority of children in the reception classes have made good progress in all areas of learning in relation to their below average attainment on entry to the school. They are on track to achieve the Early Learning Goals¹ in their personal, social, physical and creative development by the end of the Foundation Stage². The majority of children are unlikely to reach the early learning goals in their mathematical development, communication, language and literacy skills and in their knowledge and understanding of the world.

Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans. They are supported well by teachers and learning support assistants.

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Generally pupils have good attitudes to learning and are keen to learn. They work well together.
Behaviour, in and out of classrooms	Good. Pupils behave well and rise to the high expectations of their teachers. A caring and busy atmosphere pervades the school.
Personal development and relationships	Good. The school is an inclusive community where all pupils, whatever their background, difficulty or ethnicity, are integrated well and learn to work with others and help those less fortunate than themselves. Relationships throughout the school are good.
Attendance	Satisfactory. Pupils' attendance is in line with the national average. Generally, pupils arrive punctually for school and lessons start on time.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall and varies from very good to unsatisfactory in one instance. The overall good profile of teaching noted at the time of the last inspection has been maintained.

Teaching in the Foundation Stage is good overall and children make good progress in all areas of their learning as a result. There is a good balance of activities that provide a wide range of learning opportunities to develop children's knowledge and skills systematically.

Generally, the teaching of literacy and numeracy is satisfactory. Pupils make good progress in their learning in speaking, listening and reading and satisfactory progress in writing. The teaching of writing could be improved by providing a greater emphasis on improving the quality of pupils' work. Pupils of all abilities make good progress in mathematics but the teaching of mental arithmetic skills is not sharply focused enough and this is a weakness in their learning.

The quality of teaching and learning in science, art, and the gymnastics aspect of physical education are good and pupils make good progress in these areas. Teaching and learning in geography, music and religious education are satisfactory. Few lessons were observed in history and design and technology and no secure judgement can be made of the quality of teaching in these subjects. However, evidence from pupils' previous work and discussions with pupils and staff indicate that good provision is made for these subjects.

The teaching of pupils with special educational needs is good. Individual education plans are appropriate and teachers' planning is targeted towards meeting the targets identified in these plans.

Homework is used satisfactorily to support pupils' learning. Pupils work is regularly marked and pupils' books contain supportive comments to encourage pupils. Sound use is made of assessments of pupils' attainment and progress to plan future work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is good for children in the Foundation Stage. The school's curriculum is socially inclusive and relevant to meet the needs of all pupils. The curriculum is enriched through visits and good provision is made for pupils' personal, social and health education.
Provision for pupils with special educational needs	Good. The school's policies and practice ensure that the needs of all pupils are fully met. The school is involved in a number of local and national initiatives which effectively contribute to the good progress pupils with special educational needs make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual and cultural development is good. The provision for pupils' social and moral education is very good. Pupils develop an awareness of their own and other people's beliefs and cultures. They are developing a clear understanding of right and wrong and the need to take responsibility for their own actions. Pupils work co-operatively and respect each other.
How well the school cares for its pupils	Good. The school places a high priority on pupils' welfare and well-being. There are effective arrangements for assessing pupils' attainment and progress and using this information to plan suitable work to meet all pupils' needs.

The school has a positive partnership with parents and encourages them to take a full part in the life of the school and in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a clear educational direction to the work of the school and provides strong leadership. She is ably assisted by the deputy headteacher and senior management team. Their approach promotes inclusion and a respect and understanding of racial equality. Co-ordinators have a clear idea of the provision made for their subjects across the school.
How well the governors fulfil their responsibilities	Good. Governors are enthusiastic and work closely with the staff in monitoring the work of the school for themselves and have a clear idea of its strengths and weaknesses. They are appropriately involved in setting targets for the school's future development.
The school's evaluation of its performance	Satisfactory. There are sound and developing procedures to evaluate the school's performance more closely, to recognise its strengths and to take effective action to rectify any weaknesses.
The strategic use of resources	Good. The school's educational priorities are well supported through careful financial planning. The principles of best value are applied well.

The school has sufficient staff to meet the demands of the National Curriculum. The accommodation is good and is well maintained. Learning resources are satisfactory overall and good in music, religious education and art and design.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school, make good progress, are expected to work hard and are becoming more mature individuals.• The quality of teaching is good.• Staff are approachable.• The school works closely with them.• The school is well led and managed.	<ul style="list-style-type: none">• No significant weaknesses.

Inspectors agree with parents' positive views of the school. Evidence from talking with parents and from the parents' questionnaire indicates strongly that they fully support the school and feel that it is doing a good job.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children enter the school in reception class at the start of the year in which they will be five. The school encourages all children to attend on a full time basis after the first four weeks of the year. Since the time of the last inspection the attainment of the children entering reception classes has declined and, although wide ranging, is generally below or well below average, especially in children's language, mathematical and social skills.
- 2 Children of all abilities in the Foundation Stage achieve well because of the good quality teaching that they receive in all areas of learning. Very good provision is made for them and a wide range of stimulating and demanding learning opportunities are provided which systematically develop children's knowledge and skills. As a result, the majority of the children are likely to achieve the Early Learning Goals in their personal, social, physical and creative development by the end of the Foundation Stage. Many children are unlikely to reach the Early Learning Goals in their mathematical development, communication, language and literacy skills and in their knowledge and understanding of the world. Standards are lower than at the time of the last inspection due to children's lower attainment on entry to the school.
- 3 In the National Curriculum tests and teacher assessments at the end of Year 2, the school's standards have fallen in recent years due to pupils' lower attainment on entry to the school. Results in reading, writing, science and mathematics were well below national averages for all schools and well below average when compared to similar schools on the basis of the proportion of pupils eligible for free school meals. The percentage of pupils achieving the higher Level 3 has improved since the last inspection but is still below the national average. However, these results were not typical of the school as this group of pupils contained a high proportion of children with special educational needs and personal difficulties. Over the years, girls have performed better than boys but not significantly so.
- 4 Inspection evidence indicates that the current group of Year 2 pupils is on track to achieve average standards in reading, writing and mathematics. Pupils of different abilities, including those with special educational needs, make good progress. Taking account of pupils' prior standards, they are achieving well in English, mathematics and science.
- 5 Pupils develop satisfactory skills in speaking and listening as a result of the many opportunities provided by their teachers to respond to questions, explain their reasoning and share their ideas. As a consequence, many pupils make good progress in developing their oral skills, although a significant minority still use a limited vocabulary in their responses to teachers' questions or when talking about their work. They tend to ask you a question rather than reply to the question you asked of them. The consistency with which teachers insist on pupils putting up their hands to answer questions and taking turns to speak in class discussions ensures that pupils make good progress in their listening skills. The school is aware of the need to develop further pupils' speaking skills by asking more complex questions which challenge pupils to extend their spoken responses. This is a target for development in the school's development plan.

- 6 Pupils are achieving average standards in their reading by the end of Year 2. Pupils are taught to read on a regular basis by class teachers, as well as being heard to read by learning support assistants and community volunteers. They make good progress in relation to their below average attainment on entry to Year 1. Teaching and support staff encourage pupils to become readers as well as being able to read. They encourage pupils to regularly visit the school and local libraries to choose books to read at home. Constant encouragement is given to parents to listen to their children read at home and to communicate with the school through a home-school reading diary. In the majority of cases they are successful but there is still a significant minority of pupils who say they do not read at home on a regular basis.
- 7 Writing skills are average for pupils at the end of Year 2. Pupils are given opportunities to write in a wider range of formats than was the case at the time of the last inspection. Good emphasis is given to improving pupils' secretarial skills in writing, such as punctuating their work correctly, but insufficient emphasis is given to improving the quality of what they write. Pupils make good progress in some classes but their progress overall is satisfactory. Pupils with special educational needs make good progress in relation to the targets in their individual education plans because of the good support they receive from teachers and learning support assistants. Standards in all aspects of English are lower than at the time of the last inspection due to pupils' lower attainment when they start in Year 1.
- 8 Pupils of all abilities make good progress in attaining average standards in mathematics. Provision for more able pupils, which was considered to be a weakness at the time of the last inspection, has been improved and they are given extension work to suit their needs. Lower attaining pupils are also supported well. Most Year 2 pupils are developing appropriate familiarity and accuracy in counting using numbers to 100 but very few have adequate recall of addition and subtraction facts to beyond 10. This hinders their progress in problem solving work, such as dealing with money. Teaching and learning are satisfactory, overall, with pupils reinforcing their learning at the end of lessons due to teachers' good questioning. However, mental arithmetic sessions at the start of lessons are not brisk or sharply focused enough to challenge pupils to give rapid recall of mathematical facts and this is a weakness in their learning. Standards have been maintained since the last inspection.
- 9 Pupils make good progress and achieve average standards in all aspects of science throughout the school. This is due to the good quality of teaching they receive and teachers' good knowledge and understanding of the curriculum. Pupils are challenged well by the practical work that staff provide and the good quality support they receive. Frequent opportunities are provided for pupils to use their developing literacy and numeracy skills in science work, such as when explaining their work to the rest of the class or collecting numerical data from their investigations. Good links are also made with other subjects of the curriculum, such as design and technology. These factors ensure that pupils achieve well in relation to their prior attainment. Standards are lower than at the time of the last inspection but pupils' good progress in relation to their lower attainment on entry to the school has been maintained.
- 10 Pupils show good attitudes to learning in acquiring average basic skills in information and communication technology throughout the school. Pupils use simple word-processing programs to help them practice their developing literacy skills writing short pieces of text which demonstrate an awareness of audience and function by using a variety of font sizes and types. They draft and re-draft their work using the edit functions. They enter commands into a programmable toy in order to make it follow a

given route. Pupils make satisfactory progress. Standards have been maintained since the last inspection.

- 11 In religious education, geography, history, music and physical education, pupils achieve satisfactorily and their standards by the end of Year 2 are in line with national expectations. Standards in these subjects have been maintained since the last inspection. The good standards in art noted at the time of the last inspection have been maintained and standards in design and technology have improved and are now good. Pupils make good progress in these subjects as staff are confident in their subject knowledge.
- 12 Pupils with special educational needs make good progress in relation to the target in their individual education plans. Learning support assistants are effective in their support for these pupils in class and teachers adapt work well to pupils' needs so that they take a full part in lessons.

Pupils' attitudes, values and personal development

- 13 Parents are happy that the school continues to instil the positive attitudes to school and good moral values recorded at the time of the last report. Children and pupils like coming to school and almost all arrive and are waiting in the playgrounds well before time in the mornings. Attendance, in line with the national average, is satisfactory. The punctuality of a few is still a problem despite the school stressing to parents how important this is to their children's education. Holidays taken in term time, though discouraged, still form a major part of the school's authorised absence percentage.
- 14 Children settle easily into the reception classes and quickly learn right from wrong and what is expected of their behaviour. They want to please their teachers and concentrate hard on their work. Placing the polar bears and the penguins in either the Arctic or Antarctic required great concentration. Relationships are cautious at times but good social skills soon develop.
- 15 As a result of the pupils' knowing and understanding the rules their behaviour, both in and outside lessons, is generally good and their moral development is very good. A caring and busy atmosphere pervades the building. Pupils want to gain the rewards available. They say that the sanctions, which include, for example, five minutes by the climbing frame and sitting on their own at dinner time, are fair and effective. Only one exclusion for a fixed term was needed during the past year.
- 16 Outside, at break times, all pupils enjoy their freedom, are keen to finish eating their fruit in the mornings before indulging in carefree play with their friends. The wooden 'trains' are very popular, both as hiding places and for imaginative play. Supervision is good, and when the inevitable minor mishap occurs, vigilant supervisors ensure that disagreements are quickly resolved and that those requiring first aid attention receive this immediately. Other pupils are concerned if one of their number is hurt or upset.
- 17 Pupils are generally interested in their lessons and keen to learn, although some suffer from short concentration and others are still immature for their age. When making their shadow puppets in Year 1, all enjoyed trying these out against the light. They were inspired by the Javanese puppet shown initially by the learning support assistant, and marvelled at the delicate tracery and shape this made. In a Year 2 mathematics lesson pupils were excited to use 'real' money and multi-packs of biscuits and sweets when calculating the savings that could be made. The two pupils learning to programme the 'Roamer' along the corridor found it very funny when it

turned round and round. However, this experience taught them to be careful when entering the degree of turn and they were successful at their next attempt.

- 18 The school is an inclusive community where all pupils, whatever their background, difficulty or ethnicity, are welcomed and integrated well. Effective relationships with adults and with most of their peers contribute to pupils' very good social development. Most like working with and helping others, for example, with spellings in a Year 2 literacy lesson. Lunchtime is a social and sociable occasion enjoyed by everyone, where pupils are keen to talk but not all listen very well. They are proud to share their own and others' success in the Monday assemblies. Pupils are aware of those less fortunate than themselves and are interested in hearing about other cultures, faiths and traditions. They listen carefully to music from other countries and recently, at a music workshop, they enjoyed trying out a variety of different instruments. At Christmas time they give toys to be distributed by the Friends of Gambian schools. Their cultural development is good and their understanding of different lifestyles is developing well.
- 19 Pupils' personal development is good. All are expected to help others and to carry out any responsibility an adult gives them well, which they do. The youngest are very proud to carry the register back to the office. Assembly themes, such as the one on saying 'sorry', give cause for thoughtful discussion which can be continued in the valuable 'Circle Time' sessions. Spiritual development is good, and pupils are aware of the need to care for and improve their environment. Bulbs have been planted by all classes to beautify the entrance. Visitors include representatives from Road Safety and the Family Trust. Membership of the school council is important to pupils. Representatives from each Year 1 and Year 2 class are democratically elected and have to say why they feel they should be chosen. One volunteered that she was a good 'listener' and another that he was a good 'suggester'. All feel they have a say in what the school does and should do, and their proudest achievements to date have been the new fence and the larger portions at dinner time! The council gives members confidence, boosts their self-esteem and makes an important contribution to their developing responsible and mature attitudes before their transfer to the junior school. They have begun to understand their duties and responsibilities in Britain's multi-cultural society.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 20 Overall, the quality of teaching and learning is good and varies from very good to, in one instance, unsatisfactory. It was good in approximately six out of ten lessons of which more than one in ten lessons were very good. The teaching of most subjects is satisfactory with teaching in art and physical education being good. The overall good profile of teaching noted at the time of the last inspection has been maintained.
- 21 Significant strengths of the teaching seen are teachers' management of pupils and the good use they make of praise to encourage pupils in their work. Weaknesses in teaching are a lack of pace in mental arithmetic sessions in mathematics and the modelling of good writing in English. Teachers consistently set clear objectives of what they want the pupils to learn by the end of lessons but do not always evaluate with pupils whether these have been achieved at the end of the session.
- 22 Teaching in the Foundation Stage is good overall. It was good in over eight out of ten lessons of which one in ten lessons were very good. There is a good balance of activities that provide a wide range of learning opportunities to develop children's knowledge and skills systematically. Effective links are made with parents and

assessments made when children start at the school are used effectively to plan future work. Children are encouraged to become independent, active learners and know that their contributions to class and group discussions will be valued. Children with special educational needs are fully integrated into all the activities taking place.

- 23 The quality of teaching in Years 1 and 2 is satisfactory overall, and varies from good to unsatisfactory. It was good in approximately half of lessons of which one in 20 lessons was very good. There was one instance of unsatisfactory teaching. Teachers have a sound knowledge and understanding of the National Curriculum and generally plan appropriate activities for the different ability groups within classes. In the better quality teaching, the pace of work is brisk and the challenging activities given to pupils ensures that they make good progress. For example, in a Year 2 geography lesson, the teacher made good use of a range of resources in bringing alive and making meaningful, the similarities and differences between life in the desert and pupils' own lives. The teacher enhanced pupils' learning through the good use of vocabulary, such as 'erosion', 'nomad' and 'prickly cactus' and pupils made good progress in their learning.
- 24 The teaching of literacy and numeracy is satisfactory overall. The National Literacy and Numeracy Frameworks are used appropriately to plan suitable work for the pupils of different abilities within classes. In literacy lessons, good emphasis is given to improving pupils' writing skills of punctuation and spelling but less emphasis is given to demonstrating to pupils how to improve the quality of their written work. In numeracy lessons, although teaching and learning are satisfactory overall, mental arithmetic sessions do not receive a sharp enough focus and the pace of these sessions is insufficient to improve pupils' mental recall of number facts. This hinders pupils' progress in this aspect of mathematics.
- 25 The quality of teaching and learning in science is good overall. Teachers are confident in their subject knowledge and lessons are planned well so that good use is made of time and resources, both human and material, and these are major contributory factors to the good progress made by pupils.
- 26 The quality of teaching and learning in information and communication technology lessons is satisfactory. Teachers are confident in their knowledge and understanding of the subject and make good links between the subject and other curriculum areas. A current target in the school's development plan is to improve assessment procedures for recording pupils' attainment and progress.
- 27 The quality of teaching and learning in art and design and physical education are good and pupils make good progress in these areas as a result. The quality of teaching and learning in other subjects is satisfactory. Insufficient lessons were observed to make a secure judgement of the quality of teaching in design and technology and history but evidence from pupils' work and discussions with pupils and staff indicate that good provision is made for these subjects.
- 28 All staff, including support staff, are well aware of the needs of pupils with learning difficulties, physical and medical problems. Individual education plans are appropriate and planning is targeted towards meeting the targets identified in these plans.
- 29 Homework is used satisfactorily to support pupils' learning. The quality of marking is satisfactory and teachers try to ensure that they mark work alongside the pupils. Satisfactory use is made of ongoing assessment by teachers' to plan future work.

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

- 30 The quality and range of learning opportunities are good for pupils in the Foundation Stage and are satisfactory for pupils in Years 1 and 2. The curriculum is suitably relevant, broad and balanced and includes all the subjects of the National Curriculum. This is a similar overall picture to that found at the last inspection, but planning has improved considerably since then. The school successfully meets the requirements of 'Curriculum 2000' and uses the Quality and Curriculum Authority guidelines judiciously.
- 31 All subjects have suitable policies in place. The curriculum for religious education meets the requirements of the locally agreed syllabus.
- 32 The national strategies for the teaching of literacy and numeracy have been implemented effectively. There is good use of pupils' literacy and numeracy skills in other subjects, such as science and design and technology.
- 33 The curriculum is enriched through visits. For example, pupils are enthused by trips to a local castle and develop a strong interest in history. The good links with local playgroups are well established. Pre-school children are invited and many come to the school productions. The school is developing good liaison with the Junior school on site and this helps ensure that pupils' easy transfer is facilitated. The effective Year 5 and Year 2 'buddy' system helps with this. The Jubilee celebration was shared between the three schools on site and much enjoyed by all. Local shops provide raffle prizes for the Christmas fair, which parents and members of the community attend. The school makes good use of the locality to enhance pupils' education, and outings to places of interest include visits to zoos and castles and to the Royal Mail. Theatre groups visit two or three times a year to enhance the curriculum.
- 34 The school makes good provision for personal, social and health education (PHSE). Pupils benefit from 'circle time'³ which is well established in the school. They are able to share the joys, cares and concerns of their own lives with each other and staff.
- 35 The school has adapted its curriculum successfully so that pupils benefit equally from the provision, according to their varying needs. There is good quality provision for those with special educational needs. The special educational needs Code of Practice is fully in place. The policy for inclusion has increased awareness of the needs of children with additional educational needs. The school has established a number of initiatives to help pupils with physical difficulties. Regular help is given to pupils with poor co-ordination or dyspraxia through the Balance, Education and Movement Programme (BEAM) which helps to develop pupils' gross motor skills. Another initiative called the Social Use Language Programme (SULP) helps pupils with social communication difficulties. These initiatives are contributing to the good progress pupils with special educational needs make.
- 36 Provision for pupils' spiritual development is good. Pupils are developing an awareness of other people's beliefs, as was seen, for example, in a Year 1 religious education lesson, in which pupils learnt about the Jewish festival of Hanukkah. They compared the importance of light to other festivals they knew about, such as the

³ Circle time is an opportunity for pupils to discuss social and moral issues in a structured but informal and non-judgemental manner.

Christian festival of Christmas and the Hindu festival of Diwali. School assemblies provide opportunities for spiritual reflection as pupils reflect on the meanings of the stories they hear and relevant prayers are said as they face the candle lighted in the centre of the hall. Frequent opportunities are given to pupils to develop a sense of wonder, such as when Year 2 pupils watched with awe a well made video of the Christmas story or when Foundation Stage children collect imaginary items for a Christmas party in their trolley.

- 37 Moral provision is very good. In discussion with a group of pupils on the school council, it was clear that they understood and appreciated the school's behaviour code and were proud to serve as their class's elected representatives. They knew that difficult topics, such as relationships and friendship, could be raised and discussed in their circle time sessions. Pupils are developing a clear understanding of right and wrong and the need to take responsibility for their own actions. Religious education lessons contribute to pupils' moral development. For example, when Year 2 were considering the story of 'Babushka', they realised that some things in life are more important than others and felt that Babushka had made the wrong choice.
- 38 Pupils' social development is very well promoted. School staff provide very good role models, always treating pupils with politeness and respect. Pupils are encouraged to work in a variety of groupings and to share equipment fairly and to take turns when necessary, for example, when pairs of pupils shared a computer. They show respect for the school premises and tidy up after themselves in lessons and when cooking. Most pupils have classroom duties. Pupils have a well-developed sense of community and take part in a variety of fund raising activities, such as collecting 'ringos' for recycling to raise money for St. Tiggywinkles Wild Life Hospital or raising money for the Save The Children charity. Through class assemblies they learn to work together to demonstrate to their parents what they have learned in school. The school council provides an opportunity for pupils to work together for the benefit of all and to appreciate the needs of others. Pupils learn about citizenship, such as taking part in elections.
- 39 Cultural development is good. Pupils learn about their own locality through geographical enquiries such as visits to local shops and the library, and by taking part in activities such as accepting the invitation of a local supermarket to design a doughnut to go on sale at the store. The school has links with a school in Gambia and supports pupils there by sending them equipment, such as bringing toys and gifts to a toy assembly. Pupils learn to understand, respect and share in a wide range of cultures, such as when learning about the different traditions of Christmas in a study of the Swedish festival of St Lucia. They participate in visits to a variety of places. In art, dance and music, pupils have frequent opportunities to learn about a range of cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 40 The school places a high priority on pupils' welfare, health and safety and has good procedures to promote these. Risk assessments take place regularly and are recorded. Security has increased with the installation of closed circuit television cameras and parents still operate the 'school watch'. Personnel trained in first aid are on site at all times and practice is good. The headteacher, as the designated teacher for child protection, regularly updates her training and staff are aware of the procedures to follow should they have concerns. Very good pastoral care is one of the school's strengths.

- 41 Procedures for promoting and monitoring attendance are good. Registers are scrutinised regularly. The educational welfare officer visits the school every three weeks and is appropriately concerned when a child's attendance is causing concern. Those whose attendance falls below 90 per cent are to be targeted for attention. Pupils try hard to ensure that their class wins the monthly good attendance award, and are proud to be presented with certificates for 100 per cent attendance. Parents are informed of the importance of punctuality and regular attendance to their child's education, and are discouraged from taking their children away on holiday during term time. They are told that absence will not be authorised during the month when National Curriculum tests are taken.
- 42 The school has successfully combined the elements of the previous assertive discipline policy with the newer positive behaviour management techniques and has good systems for promoting and monitoring behaviour. The pastoral care policy is all encompassing and well-known to staff, parents and pupils. Although the stickers, 'Catch me' tickets and shields vary between classes, these rewards have value to individual pupils. The sanctions, which include losing some of their play time and sitting in the corridor outside the headteacher's office, are effective in containing inappropriate behaviour. Exclusions are rarely if ever needed.
- 43 Children who have additional education or other needs are supported well in their specialist groups and in the classroom.
- 44 Procedures for promoting pupils' personal development are good. This is successfully encouraged by class teachers who know them well and appoint monitors for a variety of tasks, such as watering plants around the school and taking the registers back to the office. Older pupils prepare and clear the hall for physical education lessons and for assemblies, when two organise the music. All are proud to be given responsibilities and very conscientious in their execution. Two pupils from each class are elected to the school council and representatives take their role seriously. In turn, their views are respected and used in formulating the school's development plan. Assembly themes, the personal, social and health education programme and discussions in 'circle time' sessions ensure that moral values and social skills are highlighted and understood. The latter also enable problems arising in individual classes to be resolved quickly and effectively.
- 45 The school has effective arrangements for assessing pupils' attainment and progress. The youngest pupils are assessed when they start school at age 4, and careful records are kept of their progress from this point. The statutory requirements for assessment in Year 2 are met. At the time of the last inspection, effective arrangements were in place for assessment in the core subjects of English, mathematics and science but there were weaknesses in some other subjects. The school has reviewed and improved its practice in the foundation subjects and arrangements are now satisfactory. The only exception to this is in information and communication technology where this work is yet to be completed.
- 46 The school uses the information it gets from assessment effectively. For example, regular assessments in mathematics are used to ensure that Year 2 pupils are in the teaching set which is best suited to their needs. Teachers know their pupils well and use this knowledge effectively to help pupils to succeed. For example, in class discussion, teachers provide suitably challenging questions to pupils of all levels of ability. In order to take action to improve attainment, the school analyses assessment results to see if there are significant differences in results between girls and boys. It does not as yet analyse the results by ethnic group, but this has been identified as a point for action this academic year.

- 47 Pupils with special educational needs are assessed during the Foundation Stage and steps are taken to ensure that their needs are met. The school's procedures comply fully with the requirements of the Code of Practice for special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 48 The school has improved its links with parents since the last inspection and enjoys a good relationship with the majority. Parents are pleased with the moral and social values and positive attitudes to work their children develop and support the school's aims. Parents are welcomed and invited to become involved in their children's lives at school. Unfortunately too few are able to or choose to accept this invitation, although most teachers have three or four parent helpers regularly each week. These parents speak highly of their involvement. Some hear children read, others help with handwriting, sewing or take cooking lessons. A delicious smell of corn bread wafted through the hall at one point during the inspection, and the four child cooks were proud to take this home to share.
- 49 The quality of the information parents receive is satisfactory. The school brochure and governors' annual report contain useful data. News and other letters sent home and displayed on the parents' notice board ensure that all know what is happening and parents are given good notice of events. The friendly secretary is always ready to help parents if they need assistance with form-filling or understanding documents. The home-school agreements are signed during interviews to ensure all understand what is expected. Parents like the annual reports, although these do not all contain sufficient detail of what individuals achieve, neither are the targets on how children can improve clearly stated in some reports. Use of the home-school reading book varies and is not consistently used to maintain good communication between home and school.
- 50 Parents' attendance at consultation meetings is good. They are consulted through questionnaires and, as a result, their children now eat a piece of fruit during morning break. Teachers are available every Wednesday after school if parents have concerns and there is a suggestion box for them in the entrance hall. Many accept the invitation to class and Mother's Day assemblies, the harvest celebrations and to school productions. At the latter the hall is filled to overflowing with relatives, eager to see what their 'child' can do. All work very hard to make these a success.
- 51 The enthusiastic and hard working parent teacher association, known as the Friends of Brookfield, run fun and fund-raising events and give very good support to the school. Although the committee is small, there are plenty of volunteers to help 'on the day'. Events include the popular forthcoming Christmas fair and raise approximately £3000 per annum to swell school funds. New hall curtains and physical education equipment have been purchased as a result of their endeavours, and their next project is to raise money for a new cooking area for children. Every Thursday at the end of school a raffle takes place for children in the hall and all are eager to see if it is their turn to take home the cake made by one of the parents. The money raised goes into the school fund.
- 52 The school has a support group (Livewires) for parents with specific problems. This is ably led by the co-ordinator for special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The school is led and managed well. The headteacher continues to give a clear educational direction to the work of the school and to provide strong leadership. She has been effective in sustaining a shared sense of purpose amongst the staff in raising pupils' attainment despite having a number of established staff away on sick leave.
- 54 Through strong and purposeful leadership the headteacher has established sound and developing procedures to evaluate the school's performance more closely, to recognise its strengths and to take effective action to rectify any weaknesses. Through informal weekly visits to classes and more formal monitoring of teaching and learning, the headteacher has a clear idea of the individual strengths and weaknesses of staff. The headteacher is supportive of staff, making clear her high expectations and leading by example a consistent approach to how pupils are treated. Consequently, pupils feel valued and well supported.
- 55 The headteacher is ably assisted by her deputy and other members of the senior management team. Their approach promotes inclusion and a respect and understanding of racial equality. They work closely together to ensure that the needs of pupils are met and support is given to staff in carrying out their duties.
- 56 The governing body is fully involved in the school's future development and works closely with the headteacher and the staff. Governors are enthusiastic and fulfil their statutory duties well. Governors have an appropriate committee structure in place and oversee the development of the targets in the school development plan and call the school to account for its performance. The governors are kept very well informed about pupils' academic performance by the headteacher and staff, and through monitoring the work of the school for themselves have a clear idea of its strengths and weaknesses through regular visits to the school.
- 57 The co-ordinator for pupils with special educational needs is an experienced teacher who understands the needs of the pupils well. She offers good support to the staff and manages the provision for these pupils well.
- 58 Co-ordinators carry out their subject management roles satisfactorily and have a clear idea of the provision made for their subject across the school. They meet with the headteacher near the beginning of the school year to discuss the provision made for the subject, identify any weaknesses and any areas of development and how pupils' work will be sampled in the future. Any action plans are drawn up at this time. However, few co-ordinators have monitored the quality of teaching and learning in their subjects and this is a weakness.
- 59 School development planning is good. Targets are relevant and the headteacher, deputy headteacher and members of the senior management team monitor the school's progress towards meeting those targets. However, in recent times, little monitoring of the quality of teaching and learning has been undertaken by anyone except the headteacher. However, regular sampling of work by all staff has taken place. All staff and governors meet at the start of the year to carry out an audit of the work of the school and to identify strengths and weaknesses in curriculum and pastoral provision. Any weaknesses are used to inform the school's development plan for the next year.
- 60 The school has sufficient qualified teachers to cover all classes, supplemented during the week of the inspection with well-prepared supply staff. Committed and well-trained learning support assistants give valuable help to teachers and to pupils. Friendly office staff and the very efficient caretaker complete the staff complement.

The school has good procedures to support and mentor initial teacher training students from Christchurch College who undertake their work placements at Brookfield, and also to support newly qualified teachers. There is still no written policy for their induction as none have been appointed recently. Supply teachers enjoy a good introduction to their classes. Satisfactory appraisal and performance management systems are in place. The staff room atmosphere is friendly and mutually supportive, ensuring good communication.

- 61 The school has generous accommodation for the number of pupils on roll. It is well-maintained and cleaned. Lively displays decorate classroom walls, doors and corridors celebrating pupils' work and giving information about other faiths and cultures. The large assembly hall, containing a good variety of large apparatus for physical education lessons, usefully doubles as a dining room. Classrooms and other areas are used well for lessons and small group work. However, access to four of the classrooms is only possible through another one which can cause distraction and disruption however careful people are when needing to visit these. Cookery takes place outside the hall, which is not ideal. The music studio is used well for 'circle time' sessions and provides an intimate atmosphere in which confidence and frank expression are encouraged. The medical room situated across the corridor from the office is decorated with attractive Disney characters and is within sight of the office staff. It is also used as a rest room by hard-working parent helpers.
- 62 The small but attractive library and classroom book stores contain a sufficient range of well-used fiction and non-fiction books. These include some on other cultures and in dual language text but many are old and some are in need of attention or replacement. Resources are adequate to deliver all areas of the National Curriculum and good for teaching music, religious education and art and design. Teachers augment the good equipment and materials provided by the school for the Foundation Stage children's education with books of their own. For those needing additional educational support, the materials used to support their learning are satisfactory.
- 63 The school's educational priorities are supported well through careful financial planning. The use of budget and additional funds is carefully targeted at identified areas of need. At the time of the last inspection the school had decided that it was important to maintain a relatively high number of classroom support staff in order to help pupils to achieve their best. This is still the policy. The chair of the finance committee works closely and effectively with the headteacher in monitoring the impact of spending decisions.
- 64 At the time of the last inspection, there had not been a financial audit since 1991. This situation is now much improved. There was a full audit in 2001 and a further financial control audit this year. All the points raised in the audits have been resolved with the exception of a few minor procedural points, which are in hand. The day-to-day administration of financial affairs is of good quality and satisfactory use is made of information and communication technology.
- 65 Governors and staff are well aware of the best value principles and apply them effectively when making and reviewing spending decisions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 66 The governors, headteacher and staff, with the support of outside agencies as appropriate, should

- (1) improve the quality of pupils' writing skills by:
 - i. teachers demonstrating more frequently how pupils' written work can be improved; (Paragraph 85)
 - ii. providing more opportunities for pupils to write collaboratively; (Paragraph 85)
- (2) improve pupils' recall of basic number facts by:
 - i. improving the pace and focus of mental arithmetic sessions; (Paragraph 89)
 - ii. raising teachers' expectations of what pupils can achieve in these sessions. (Paragraph 89)

67 In addition to the key issues above the following more minor points for development should be considered for inclusion in the action plan:

- (1) improve the quality of pupils' annual written reports so that they consistently inform parents of what their children know, understand and can do and set clear targets for future improvement. (Paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	38	22	1	0	0
Percentage	0	6	59	34	2	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR- Y2
Number of pupils on the school's roll (FTE for part-time pupils)	232
Number of full-time pupils known to be eligible for free school meals	10
Special educational needs	YR - Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	47
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	48	41	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	34	36
	Girls	33	33	35
	Total	65	67	71
Percentage of pupils at NC level 2 or above	School	73 (91)	75 (89)	80 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	31	39
	Girls	35	34	34
	Total	62	65	73
Percentage of pupils at NC level 2 or above	School	70 (91)	73 (93)	82 (96)
	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	224	1	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	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	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	3	0	0
No ethnic group recorded	4	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)	10.2
Number of pupils per qualified teacher	23.5
Average class size	26.6

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	180

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	538460
Total expenditure	535778
Expenditure per pupil	2232
Balance brought forward from previous year	7587
Balance carried forward to next year	10269

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	2	0	2
My child is making good progress in school.	50	38	5	2	5
Behaviour in the school is good.	50	45	2	0	3
My child gets the right amount of work to do at home.	37	45	15	2	2
The teaching is good.	60	37	3	0	0
I am kept well informed about how my child is getting on.	45	35	15	5	0
I would feel comfortable about approaching the school with questions or a problem.	62	33	2	0	3
The school expects my child to work hard and achieve his or her best.	57	38	3	0	2
The school works closely with parents.	43	47	5	2	3
The school is well led and managed.	68	28	2	0	2
The school is helping my child become mature and responsible.	50	47	3	0	0
The school provides an interesting range of activities outside lessons.	28	35	13	2	22

Other issues raised by parents

Parents felt that the space available for pupils to cook was not very good, however, the music room was felt to be a good resource that was used well.

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

- 68 The provision for children in the reception classes is good.
- 69 Since the time of the last inspection the attainment of the children entering reception classes has altered. It is no longer in line with the expected levels. Assessments made when children come into reception now show them to be below average, overall, in all areas, with a very wide range of attainment. It is because of this low level of attainment on entry that the school encourages all children to attend on a full time basis after the first four weeks of the year.
- 70 The good teaching children receive enables them to make good progress in all areas. As a result, the majority of the children are likely to reach the expected levels by the time they are ready to start in Year 1 in personal, social and emotional development and in physical and creative development. In mathematical development, communication, language and literacy and in knowledge and understanding of the world many children are unlikely to reach the expected levels.
- 71 All staff, including learning support assistants, work hard to provide a wide range of learning opportunities to develop children's knowledge and skills systematically. This enables them to achieve very well from their low starting points. The consistently good teaching in all classes ensures there are very strong links with many other areas of the curriculum. Teachers make a feature of displaying children's work very attractively and value all children's contributions. Effective links are established with parents before the children enter the reception and this assists teachers and children in the building of good relationships. The children are very well managed and they are encouraged to become independent, active learners. Children with special educational needs are fully integrated into all activities taking place in the reception classes.

Personal, social and emotional development

- 72 For the majority of children these skills are at a very low level when they enter reception. Through good teaching most children are beginning to show a good attitude towards playing and learning. The atmosphere in all classrooms is harmonious and busy. Children are responding well to the teachers and all other adults who have high expectations of them. They are beginning to play sensibly together, ask questions politely and take on responsibilities, for example, for dressing themselves, collecting their own drinks, and forming an orderly line when entering and leaving the classroom. Children are on track to achieve the Early Learning Goals by the end of the Foundation Stage.

Communication, language and literacy

- 73 In all classes the staff tell stories in an exciting way. The concentration of the majority of the children is very short-lived and teachers handle this well by changing activities frequently to maintain children's interest. In all lessons children are constantly encouraged to listen carefully and teachers regularly check children's understanding by effective questioning which is assisting them to speak more clearly. When listening to the story of 'The Emperor's Egg', children show their amazement when

they hear that the father penguin has to look after the egg for eight weeks without any food and comment 'how sad'. Only a few children form their letters accurately and know the names and sounds of the most commonly used words. Many children do not yet hold a pencil correctly. In order to improve their handwriting skills, teachers inspire children to write to music, as they draw lines, dashes and dots to represent the varying sounds of a volcano erupting. This is having a significant impact on children's learning. However, the majority of children are unlikely to achieve the Early Learning Goals by the end of the Foundation Stage.

Mathematical development

- 74 Although a few children can count effectively to 20, most children are at a very early stage of understanding of mathematical concepts and some do not recognise numbers up to 5. Teachers provide children with much practical experience, for example, sorting and ordering by shape and size. Children frequently make graphs, for example, to represent by pictures their favourite animals, and this encourages good counting skills. A few children know that a square has four sides and that they are all the same length, and a rectangle has two sides that are the same and two, which are not. Children enjoy singing number rhymes accompanied by drama.

Knowledge and understanding of the world

- 75 Although most of the children only have a limited understanding of the environment, their knowledge and understanding of the world is progressing well. Children in all classes are provided with a variety of tasks in which to explore, using all of their senses. They learn about animals and birds that live in far away places. By use of teacher drawn maps and an illuminated globe, staff, who are very experienced and committed, introduce children to the polar regions very successfully. Children learn that the Arctic and Antarctic are at opposite ends and that there is always snow in these regions. They learn to identify where the penguins, polar bear and arctic fox live. The children are encouraged to be inquisitive and to explore; they accurately predict that water placed in a freezer some days ago will now be 'frozen' and experiment with their senses as they handle ice and watch the solid mass melt into water. In all classes information and communication technology programs help children develop their letter and number recognition.

Physical development

- 76 The very good planning and management of pupils ensures that children have an abundance of opportunities to develop appropriate manipulative skills as they handle pencils, scissors, paint brushes and construction equipment. All the reception classes have independent access to the outdoor play area, which is shortly to benefit from a new and higher fence to increase security levels. Children are learning to take turns as they engage in vigorous and imaginative play using wheeled toys and large play equipment. They demonstrate their increasing control as they climb, balance, jump and hop and use space sensibly in a lesson in the hall. All staff take care that the children play safely and children are beginning to understand the need for rules to ensure safety.

Creative development

- 77 Children enjoy a wide range of experiences to develop the strength in the small muscles in their hands; they use sand and water and malleable materials, such as clay, to make rabbits in conjunction with the new letter sound 'r' introduced that day. Children also make and paint models of the birds we see in wintertime and accurately name them, for example the robin and bluetit. Teachers continually encourage the children to think creatively and make sense of their learning. Areas for imaginative play, for example 'setting the table for lunch' where children count out plates, arrange seating, and speak politely to one another, combine children's development in all areas of learning very well. In music lessons children's listening skills are well promoted as they sing 'The wheels on the bus go round and round'. Every child has the opportunity to play a percussion instrument and proudly demonstrate their enjoyment and knowledge of tapping repeated rhythms.

ENGLISH

- 78 Standards in English are on track to be in line with national expectations at the end of Year 2. Generally pupils make good progress in English, except in writing where their progress is satisfactory.
- 79 The results of National Curriculum tests at the end of Year 2 in 2002 show pupils' standards of attainment were well below average when compared to all schools and schools who take their pupils from similar backgrounds. The percentage of pupils achieving the higher Level 3 has improved since the last inspection but is still below the national average. The general trend in attainment has fallen in recent years. In reading and writing, girls generally perform better than boys but not significantly so.
- 80 By the end of Year 2, pupils' standards of attainment in speaking and listening are in line with national expectations. In Years 1 and 2, pupils are given frequent opportunities to express their ideas and opinions in class discussions. Pupils generally demonstrate confidence when answering teachers' questions and when talking about their work. However, their vocabulary is limited. At present many pupils in Year 1 find it difficult to listen for short periods of time and call out their answers to their teacher's questions rather than putting their hands up and waiting their turn to answer. However, teachers are consistent in their insistence of only asking pupils with their hands up to answer questions. Consequently, by the end of Year 2 the majority of pupils observe the rules of discussion well. This was observed in a Year 2 literacy lesson when pupils discussed Christmas now and in the past, and the teacher helped pupils to build up a bank of words to assist them with their writing. Where teaching is good, pupils listen attentively and join in discussions enthusiastically, such as when pupils in Year 1 suggested words beginning with the consonant clusters 'cl', 'sl' and 'bl' and realise from previous work that 'blueberry' is a compound word. All pupils make good progress overall.
- 81 The school gives a high priority to the teaching of reading. Staff give up their own time during lunch time to regularly teach pupils to read as well as promoting their reading during group reading sessions in literacy lessons. Consequently, pupils make good progress and achieve standards in reading in line with national expectations. Most Year 2 pupils enjoy reading and use a variety of strategies to read unfamiliar words, such as context or the identification of the initial sound of an unknown word. Some higher attaining pupils read confidently and fluently texts such as 'Matilda' by Roald Dahl, and express their preference for a particular author, such as J.K.Rowling. Most pupils' reading is accurate when dealing with known and predictable texts but require some support when reading a new book. Most pupils know how to use the contents and index pages to find relevant information in non-fiction books. They know how the

library is organised and enjoy selecting books to take out and read at home. However, a significant minority of number of pupils do not read at home. However, the efforts of teachers, learning support assistants and voluntary helpers ensures that pupils make good progress in their reading.

- 82 Standards in writing, by the end of Year 2, are on track to be in line with national expectations. Most Year 2 pupils write in a variety of formats, such as reporting, retelling well-known stories such as 'Rumpelstiltskin', letters, invitations and story plans. They compose short pieces of writing using correctly punctuated sentences and many pupils write extended accounts and stories. However, there is little evidence of more creative work. Their spelling is satisfactorily developed as they spell simple words correctly and make plausible phonic attempts at more difficult words, such as 'alowed' for 'allowed' and 'wite' for 'white'. However, many pupils' writing, including the more able, lacks description and the use of a widening vocabulary. There is little extension of plot and characterisation. They make little use of a range of connectives, except 'and' and 'then', when writing more complex sentences. Pupils make satisfactory progress overall but their progress in Yellow class is good.
- 83 Most pupils in Year 1 are beginning to form their letters correctly and to compose words and phrases to communicate in writing. A few higher attaining pupils write extendedly and make some use of capital letters and full stops to punctuate their work. However, many pupils' spelling is weak, such as when a more able pupil wrote 'I dun sume culuring'. Many pupils cannot construct sentences for themselves but can do so with adult support. Pupils make satisfactory progress, overall, but in Orange class their progress is good.
- 84 Pupils with special educational needs make good progress in relation to their individual education plans as a result of the good support they receive in lessons from teachers and learning support assistants. Work is generally well adapted to meet their individual needs and assistants make frequent use of praise and encouragement to ensure that pupils complete the tasks they are set, and this has a positive impact upon the standards they achieve.
- 85 The quality of teaching is satisfactory overall and varies from good to unsatisfactory. There was one instance of unsatisfactory teaching. Teachers have a sound understanding of the National Literacy Strategy and generally plan appropriate work for whole class and group activities. However, the time given to these elements is sometimes unbalanced. For example, in one Year 2 lesson pupils were expected to write independently for 60 minutes in a literacy session lasting 105 minutes. Overall, a general weakness in the teaching of writing is that there is insufficient demonstrating of good quality writing linked to the texts used in class reading sessions. Pupils have few opportunities to write collaboratively in class and small groups where greater emphasis can be given to choosing suitable words to fit the meaning of the writing and to improve its interest to the reader. At present, teachers mainly give pupils a purpose for writing and discuss the particular characteristics of this format, such as writing a letter. They then build up a collection of words that pupils are likely to use before setting them off on their task. Most pupils are willing writers and set to the task, often writing extended pieces of work. However, the quality of their work does not improve as they merely consolidate what they have done in the past. Teachers work very hard to improve pupils' skills in writing, such as punctuating their work correctly, improving their handwriting and spelling words accurately. However, less time is spent on improving the quality of what they write. Teachers have high expectations of how pupils should behave and make good use of

praise and encouragement to motivate them to give of their best. Pupils, for their part, work hard to improve their writing. However, many pupils are not in the habit of making regular use of word banks, dictionaries and thesaurus to help them spell unfamiliar words or make better choices of words to make their writing more interesting. In the one instance of unsatisfactory teaching, the teacher did not manage pupils behaviour well and many pupils were noisy and off task and made little progress as a result.

- 86 Subject management is good. The knowledgeable and enthusiastic co-ordinator is an exemplar of good practice in the teaching of the National Literacy Framework and monitors teachers' planning. She has not monitored any teaching in recent times but is aware of the need to improve pupils' standards in writing as a result of monitoring pupils' work. However, previous strategies introduced by her to improve writing standards have only partially been effective. Resources for the subject are satisfactory. The school has an adequate range of fiction and non-fiction books and these are displayed well in the well-organised school library. Some non-fiction books are out of date and in need of replacement.

MATHEMATICS

- 87 At the time of the previous inspection standards of attainment in mathematics were in line with the expected levels. This remains the case. However, in relation to their current attainment on entry to the school and to their start in Year 1, all pupils, including those with special educational needs, make good progress.
- 88 Previous inspection findings highlighted the need for the school to ensure higher attaining pupils are appropriately challenged. Extension classes now ensure high attaining pupils are given challenging work. The work is modified to ensure they do not merely do more of the same thing but move on to new material. Lower attaining pupils are supported well and planning ensures that this support focuses on these pupils learning and consolidating basic skills through small steps. Pupils enjoy their lessons and have good attitudes to their work. Pupils have good opportunities to reinforce their learning by answering questions at the end of lessons when staff summarise learning well. Learning support assistants play an important part when working with small groups in lessons and helping them gain better understanding when problems arise.
- 89 Teaching and learning are satisfactory overall, except at the beginning of lessons, where the delivery of mental mathematics does not receive a sharp enough focus. Warm-up sessions are not lively enough to challenge pupils to give rapid recall of mathematical facts. Expectations of pupils in these sessions are not high enough and the teaching of mental recall is not sufficiently rigorous or routinely established to increase their rate of learning. This hinders pupils' progress.
- 90 Pupils in Year 1 are beginning to identify all the pairs of numbers that add up to ten, and to order numbers correctly. They enjoy taking part in the singing of 'Ten Green Bottles', which helps to reinforce understanding of the order of numbers. In another Year 1 class, pupils learn how to construct a block graph to display information. Good questioning by adults ensures pupils have understood how to assemble information and to interpret it. In a Year 2 class, although pupils count reliably to 20 and beyond, very few have adequate recall of addition and subtraction facts to beyond 10. This hinders their progress and is the cause of errors when pupils try to work out their change in money problems. In another Year 2 class, mental warm ups do set pupils thinking but the pace is too slow and does not promote pupils' learning sufficiently.

Pupils in the extension class are suitably challenged and they work well together as they use their mathematical knowledge of money to solve problems which involve making decisions and checking results.

- 91 The management of the subject is satisfactory. The co-ordinator monitors teachers' medium-term planning and samples pupils' work twice yearly. Monitoring systems are effective in identifying strengths and weaknesses in the subject except in mental arithmetic. Resources for the subject are satisfactory.

SCIENCE

- 92 Teacher assessments for 2002 show that results were below those found in similar schools. However, standards of attainment for the current Year 2 pupils are in line with national expectations, they make sound progress overall, with some particular strengths in investigative work. This picture shows a fall, followed by a recovery in standards since the last inspection. The school explains this as the varying ability of different year groups. Standards are lower than at the time of the last inspection but pupils' good progress in relation to their lower attainment on entry to the school has been maintained.
- 93 Year 2 pupils can explore the properties of magnets. They are able to investigate and test their ideas at a good level. For example, when asked if the strength of a magnet is determined by its size, they are able to make a prediction, test it by seeing how many paper clips the magnets can pick up, and make a statement of their results, for example, "Smaller magnets can be stronger than big ones". Year 1 pupils understand that "Shiny things don't make light, they reflect it", and from their investigations, they know that some materials block the passage of light and make shadows.
- 94 The quality of teaching and learning is good. Some teachers have had recent additional training, which they have shared with other staff. This has been effective in improving confidence in science teaching. Teachers plan lessons well, make good use of resources and time, and question individual pupils skilfully by asking challenging questions at the right level for their stage of learning. These factors, together with the good quality help of learning support assistants, result in good progress for all, and pupils grow in confidence as young scientists. Behaviour is good. Pupils share resources well and show real excitement and pride in their achievements.
- 95 There are some good links with other subjects. For example, Year 1 pupils were well prepared for their design and technology work (which involved making shadow puppets), by their science work on darkness and light. Pupils' language skills are exercised well, for example when they are asked to explain what they have just discovered to the rest of the class. Number skills are also usefully employed, for example, as they total the number of paper clips picked up by a magnet and compare that total with others.
- 96 The planned coverage of the National Curriculum is good, and follows nationally recommended guidelines. Pupils are able to use computers to find out more about science. For example, Year 2 pupils were able to discover facts about the effects of the changing seasons on wildlife from a CD-ROM. The quality of management in science is satisfactory.

- 97 The subject is effectively managed by the co-ordinator who monitors and records pupils' achievements in science. She identifies training needs for staff and manages the resources for the subject well.

ART AND DESIGN

- 98 Standards in art are above the expected levels. Pupils make good progress in lessons and achieve well over time. Standards have been maintained since the last inspection.
- 99 Throughout the school pupils are learning a range of skills and techniques, using a variety of media. The pupils' attitudes and responses to art and design are good and all pupils, including those identified as having learning difficulties, make good progress.
- 100 Pupils in Year 1 demonstrate their observational skills well in their pastel drawings of cut apples, pine cones, sweet chestnut and holly berries. They experiment with colour wash and make sunset silhouettes. Pupils discuss how the pictures make them feel. They look at paintings by Mondrian, mix different colours, identify primary colours and know how to make orange, purple and brown. They draw sunflowers in the style of Vincent Van Gogh.
- 101 Pupils in Year 2 continue to observe differences and similarities in the work of artists. In a good link with the Christmas story they examine the 'Mystic Nativity' by Boticelli and contrast it to the 'Adoration of the Shepherds' by Guido Reni. Pupils are busily involved in studying the angels – looking at shape, style, form and position, noting the similarities and differences. For example, they detect that some angels are grown up, others are children, all have wings, but there are different shapes. They reproduce their preferred picture very carefully using a variety of media – pencils, charcoal, pastels and paint. Good opportunities are provided for pupils at the end of the lesson to evaluate their work. The teacher promotes pupils' literacy and numeracy skills well by giving a good definition of an angel as a 'messenger from God' and introducing pupils to the collective term for angels as a 'host'.
- 102 Teaching and learning of art and design are good. Lessons are well-planned with effective management of pupils and good methods to teach the subject in a systematic way. The co-ordinator has very secure subject knowledge; planning is regularly monitored and ensures there is progression between the year groups. All staff have high expectations for what the pupils can achieve and basic skills and techniques are taught very carefully. Resources are good.

DESIGN AND TECHNOLOGY

- 103 Standards of attainment in Year 2 are above those expected for pupils of this age. Pupils make good progress overall. This is an improvement in standards since the last inspection, which is explained by the well-planned curriculum and the continuing improvement in teachers' own knowledge of the subject.
- 104 Working to good standards, Year 2 pupils can design and make simple balsa wood boats, powered by rubber bands. They are able to draw alternative ideas for boats and then choose which one to build, giving good reasons, for example "I thought that one would be easier to make and it would go faster". They are able to test and evaluate their finished work, and suggest ideas for improvement. Pupils of different levels of ability all succeed in this. Younger pupils enjoyed making shadow puppets in

work linked to their science investigations. Pupils grow in confidence and their skills improve as they use scissors, glue and split pins to make their puppets. Pupils behave well, share tools and materials well and appreciate each other's finished work.

- 105 Too few lessons were seen to make an overall judgement on the quality of teaching, but the inspection of completed work and plans indicate that it is good. Teaching is well planned and the work is set at just the right level to allow pupils to succeed and make good progress. Resources are used well. Teachers have prepared design and evaluation sheets which are very effective in helping the pupils to plan their work carefully, to consider aspects of construction, and to assess the quality of their completed work.
- 106 There are valuable links with other subjects, such as science, mathematics and literacy. In addition to preparing them well for design work, one lesson contributed effectively to pupils' appreciation of other cultures and traditions as they enjoyed the spectacle of Indonesian shadow puppets. The school recognises the value of the subject in boosting the confidence of all pupils of all abilities.
- 107 Parents make a valuable contribution to pupils' learning as they supervise small groups in food preparation. For example, pupils made cheese and tomato lattice and corn bread with great enthusiasm.
- 108 There is good management of the subject. The co-ordinator has improved curricular planning and has taken steps to improve teachers' subject knowledge. A useful photographic record of pupils' finished work is kept for reference.

GEOGRAPHY

- 109 Standards in geography are at the expected levels. All pupils, including those with special educational needs, make good progress in lessons and achieve well over time, from their low starting levels. Standards have been maintained since the last inspection.
- 110 Teaching and learning of geography are satisfactory, sometimes good and, in one lesson seen, very good. In this very effective lesson in Year 2, the subject is brought alive by the knowledge and skill of the teacher who has geography as her specialist subject. She conveys her enthusiasm for the subject to the pupils and their knowledge of geographical vocabulary is considerably enhanced. As a result of good teaching and organisation the pupils were very interested and enthusiastic, applying themselves well and making very good progress in new learning.
- 111 All pupils are involved in a 'Round The World Day' in the summer term when aspects of art, history and religious education are linked to geography. For example, pupils dress up in the costume of the country studied, bring flowers such as tulips into the classroom to depict Holland and paint the flags of Scotland and Wales. Staff and children gain much from these days and their enjoyment is recorded by the school's digital camera.
- 112 In a Year 2 class, pupils' knowledge and understanding of places is increased as they learn about life in the desert. They learn that sand storms cause erosion and that most people who live in the desert are nomads who have no permanent home, but carry essentials around with them. The pace of this lesson is very brisk and pupils' interests are fully engaged. Pupils know that Arabs, who live in the desert, dress in long flowing cotton robes to keep them cool and protect them from the fierce sun.

They contrast the garments worn by people in the desert to the short, flimsy clothes we wear in summertime. The teacher encourages the development of pupils' literary skills as they use language of 'survival' and 'adapting' to describe how plants and animals cope with conditions in the desert.

- 113 The co-ordinator is absent through illness and the headteacher is satisfactorily overseeing the subject at the moment. Resources are satisfactory.

HISTORY

- 114 Standards of attainment in Year 2 are in line with national expectations and have been maintained since the last inspection. Pupils make sound progress. No history lessons were seen during the week of the inspection, so no overall judgement has been made about the quality of teaching. However, the inspection of pupils' work, teachers' plans, and discussions with pupils all indicate that the provision made by the school is of good quality.
- 115 Year 2 pupils show that they have a sound understanding of people and events of the past, for example, in the time of King Henry VIII. They are able to explain important differences between then and now, showing sound understanding of how the development of technology has affected the way people live. For example, they are able to discuss changes in housing, construction, transport and clothing since Tudor times. They know how to find out about events in the past, showing an enthusiasm for museum visits and an understanding of the importance of historical artefacts in forming a view of life in the past. Younger pupils knew of Florence Nightingale and were able to explain why she is remembered today. They also knew that hospitals have changed a lot since the time she was alive.
- 116 Pupils show real interest and enthusiasm in the subject. The subject is managed well by the co-ordinator who ensures that good use is made of the school's resources, including opportunities for outside visits. In this way the curriculum is strengthened and pupils' interest is captured, for example, by visits to historical sites.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 117 Standards in Year 2 are in line with those expected for pupils of this age, as they were at the last inspection. Progress is sound overall.
- 118 Year 2 pupils are able to use a simple word processing package to write text. They are able to change the size and style of the font, and they understand why this is useful, for example, to produce a notice or a letter. Pupils also use word processing to write about their 'fairy tale characters', demonstrating that they are able to delete, correct and revise text at a level suitable for their age. They are able to devise a simple sequence of instructions for a programmable toy, so that it will move in a pattern that they have chosen. Pupils show a good level of interest in information and communication technology, and are keen to talk about their experience of computers inside and outside school.
- 119 Pupils use their information and communication technology skills to help them with their work in other subjects. For example, older pupils were able to access information about the effect of winter upon wildlife in the garden. Mathematics programmes are used effectively, and word processing helps to develop their literacy skills.

- 120 Teaching is satisfactory overall. One good lesson was seen where Year 2 pupils were taught specific word processing skills. Though only one computer was available to the class, the teacher made good use of visual aids, which enabled pupils to make good progress in learning about fonts.
- 121 The subject is managed well. For example, weaknesses have been identified in the curriculum in the past, and effective measures have been taken to remedy them. Work is in hand to improve assessment procedures in the subject. Additional training has been organised for staff, and this has been effective in raising teachers' confidence. Resources are barely adequate, but are generally used well.

MUSIC

- 122 By the end of Year 2 pupils' standards of attainment are in line with national expectations. Pupils enjoy their music making activities and make satisfactory progress. The satisfactory standards noted at the time of the last inspection have been maintained.
- 123 By the end of Year 2, the majority of pupils sing a range of songs from memory. They sing enthusiastically in music lessons but their singing in assemblies is less confident. Most pupils demonstrate correct pitch and enjoy taking part in action songs, such as 'Clap Your Hands'. Year 1 pupils play a range of percussion instruments correctly as they learn about dynamics as they play loudly and softly 'conducted' by one of their peers. Pupils' listening skills are promoted well when they are challenged to name two instruments being played at the same time by two unseen pupils in the class. Many pupils can identify one of them and some pupils are able to name both instruments. As was observed in a Year 2 lesson, pupils listen attentively and are well-behaved as they use their voices to sing long and short notes. The teacher's use of long and short words, such as 'puppy' and 'dog' or 'kitten' and 'cat' help pupils to follow a pattern of sounds as a whole class. These words are then used to create a two-part sound song. Pupils quickly learn to follow a different pattern when the teacher uses a simple graphic score made up of big and little dots to replace the words. Pupils quickly learn to handle instruments appropriately and know the names of common percussion instruments, such as tambourine, maracas, castanets and claves. In assemblies they learn to appreciate the atmosphere of a piece of music, such as Faure's 'Dolly Suite'.
- 124 The quality of teaching and learning is satisfactory and varies from good to satisfactory. In all the lessons observed teachers had a sound understanding of the curriculum and provided a range of appropriate activities to develop pupils' music skills and appreciation of music. Generally teachers manage pupils well and make good use of praise and encouragement in ensuring that pupils enjoy music. In the better quality teaching the pace of lessons is brisk and pupils make good progress in their learning. All teachers make good use of the good quality resources and accommodation available to support pupils' learning.
- 125 The subject co-ordinator provides advice and support to her colleagues, attends relevant training and audits and maintains the resources available to support teaching. Resources for music are good and include a specialised room for teaching the subject. The co-ordinator monitors teachers' planning and uses the regular class assemblies, which often contain musical items, to monitor standards in the subject. She ensures that all classes have access to their own collection of percussion instruments as well as maintaining a collection of more specialised instruments from a range of different cultures in the music room. Pupils who show a particular aptitude

for music are encouraged to further their studies and contact is made with the local education authority's music service.

PHYSICAL EDUCATION

- 126 During the inspection, only gymnastic activities were seen in Year 2 lessons. In this part of the curriculum, attainment in Year 2 is in line with that expected for pupils of this age, and they make sound progress. At the time of the last inspection, attainment across the whole subject was judged to be above the expected level.
- 127 Older pupils are able to improvise sequences of movement whilst exploring the large apparatus in the hall. For example, they are able to balance, move forwards and backwards, and stretch, curl, and stretch again. They are aware of changes in how their bodies feel during different activities. Pupils are careful in their movements, and show an awareness of safety and the needs of those around them. Year 1 pupils reach good standards as they improvise expressive dance patterns based on the story of 'Jack And The Beanstalk' whilst thoroughly enjoying the lesson
- 128 Teaching is of good quality in the majority of lessons and is never less than satisfactory. Teachers plan well, make efficient use of the time available and expect high standards of behaviour during lessons. This helps pupils to make good progress and ensures safety. In the best lessons, teachers made very effective use of examples of good performance, by explaining to the class exactly why the performance was good, thus showing the class how to improve.
- 129 The subject is managed well by the co-ordinator who has a sound overview of the curriculum and who offers effective advice and support to colleagues where needed. The scheme of work ensures good progression. Resources are efficiently used and are well maintained.

RELIGIOUS EDUCATION

- 130 By the end of Year 2 pupils are on course to achieve standards in line with the expectations of the locally agreed syllabus and make satisfactory progress in their learning. Standards have been maintained since the time of the last inspection.
- 131 Pupils' in Year 1 talk about the diva lamps in the Hindu festival of Diwali and compare this with the menorah used in the Jewish festival of Hanukkah. Year 2 pupils talk about the Nativity and the importance of the birth of Jesus and how Christians see Him as a light being brought into the world. They learn about the Jewish festival of Sukkot and its similarities and differences with their own Harvest Festival and the importance of thinking of others less fortunate than themselves. In joining in a service of remembrance they appreciate the sacrifice made by others in times of war. By the end of Year 2, pupils develop a sound knowledge of Christian festivals such as Christmas and Easter and acquire appropriate understanding of Jewish and Hindu festivals.
- 132 The quality of teaching and learning is satisfactory and varies from satisfactory to good. Teachers have a good knowledge and understanding of major world religions and make good use of a range of books and artefacts in their teaching. They make good links between pupils' present work and work on similar festivals from other religions, such as when Year 1 pupils studied the importance of light in the Jewish festival of Hanukkah. Good links are also made with other subjects, as pupils were

studying light and dark in science. The taught curriculum follows the agreed syllabus and provides teachers with a suitable structure for planning

- 133 The co-ordinator manages the subject well through the monitoring of teachers' planning and the observation of lessons. Her experience enables her to share knowledge and understanding of the main religions of the world except with Hinduism where, she admits, teachers have a better knowledge than her. Assessments of pupils' attainment are made through teacher questioning and the observation of discussions. Resources for the subject are satisfactory.