

INSPECTION REPORT

LONG DITTON INFANT AND NURSERY SCHOOL

Long Ditton, Surbiton

LEA area: Surrey

Unique reference number: 124966

Headteacher: Mrs M Stewart

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: January 13th – 16th 2003

Inspection number: 248634

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
School address:	Ditton Hill Road Long Ditton Surbiton Surrey
Postcode:	KT6 5JB
Telephone number:	020 8398 4398
Fax number:	020 8398 6258
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Howard
Date of previous inspection:	February 2 nd 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	English; religious education; music	The school's results and achievements; Teaching and learning; Leadership and management.
11575	Catherine Fish	Lay inspector		Attitudes, values and personal development; Care and welfare of pupils; Partnership with parents.
14997	Val Emery	Team inspector	Foundation Stage; science; art and design; geography; physical education.	Personal, spiritual, moral, social and cultural development.
12367	Antony Green	Team inspector	Mathematics; information and communication technology; design and technology; history; special educational needs; English as an additional language; educational inclusion	Learning opportunities.

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Long Ditton Infant and Nursery School is a community school that draws its pupils from the local neighbourhood. At present there are 154 boys and girls from 4 to 7 years of age, with a further 43 attending the nursery on a part time basis. Since the last inspection, children's attainment on entry to the school has begun to vary considerably from year to year, ranging from above average to below average. It is average overall. Pupils come from a very wide range of backgrounds. This is not fully reflected in the number known to be eligible for free school meals, which is below average. There are 14 per cent of the pupils identified as having special educational needs, mainly as a result of learning difficulties. This is below average. Less than one per cent of pupils have a Statement of Special Educational Need, which is also below average. Eighteen per cent of pupils come from ethnic minority backgrounds and 17 per cent speak English as an additional language. Eight per cent of these are at an early stage of acquiring English. Eight per cent of pupils come from Traveller families.

HOW GOOD THE SCHOOL IS

Long Ditton Infant and Nursery School is a good school with many strengths. Standards in English, mathematics and science have continued to improve since the last inspection and all pupils now achieve well because the quality of teaching and learning is good. Pupils behave very well and they are very keen to learn. The headteacher, governors and all staff work together well as a team to improve standards and the quality of education for all pupils and are fully committed to continuing this. The school provides good value for money.

What the school does well

- Pupils of all levels of attainment do well because they are well taught and receive good support from teaching assistants and visiting specialist teachers.
- Children in the nursery and reception classes get a very good start to school because they have a very well planned, exciting range of learning opportunities and are well taught.
- The headteacher provides good leadership and works closely and effectively with staff and governors to continue to improve standards and the quality of teaching and learning.
- The strong emphasis throughout the school on ensuring that all pupils are valued and fully included in all aspects of school life contributes to the very good relationships and high level of integration of pupils from a very wide variety of backgrounds.
- The school promotes pupils' personal development very effectively, successfully encouraging them to behave very well and to work hard and very well together.
- The school enriches the curriculum with very good relevant, additional learning opportunities that help to interest pupils and motivate them very well to learn.
- The very good partnership with parents contributes very positively to pupils' learning.

What could be improved

- Standards in writing, which are below those in other aspects of English at the end of Year 2.
- Procedures for assessing pupils' attainment and progress through the National Curriculum in English and mathematics and the use of these in raising standards further
- The use of mathematics and information and communication technology to support pupils' learning across the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and there has been a good improvement overall since then. Standards in English, mathematics and science have been raised further. This is partly a result of improvements in the quality of teaching and learning but also because better provision is made now for higher attaining pupils. Improved planning means that pupils of the same age in different classes have similar opportunities. Standards in information and communication technology have been improved to satisfactory. In addition, the national literacy and numeracy strategies have been implemented consistently well and very effective provision is made for children in the nursery and reception classes. There is a strong, shared commitment in the school to continue to raise standards. The school is well placed to make further improvements.

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	A	A	A	B
writing	C	B	C	D
mathematics	A	A	A	A

Key

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

Results in reading and mathematics were well above average but average in writing, compared to schools nationally. Teachers' assessments in science indicate that standards were above average. Overall, pupils achieved well in relation to their level of attainment when they started school, which was above average. In writing, they achieved satisfactorily. Since the last inspection, results overall have risen more quickly than the national trend in reading and mathematics and kept pace with them in writing. There have been good increases in the proportion of pupils reaching the higher Levels 3 and 4 as a result of improved provision for higher attaining pupils.

Pupils' work and lesson observations show that children do well by the time they leave the reception classes. This year, from a broadly average starting point, they are in line to reach slightly above average standards in all areas of their learning. At the end of Year 2, standards this year are average in reading, mathematics and science. Standards in writing are below average. This is partly because pupils do not have enough opportunities to practise their writing skills in other subjects. Standards are different to last year because there is a much higher proportion of lower attaining pupils and pupils with special educational needs in the Year 2 group this year. Nevertheless, these pupils achieve well compared to their below average attainment on entry to the school. Standards are average in other subjects except in music, art and design and design and technology, where they are above average. Boys and girls, including Traveller pupils, those with special educational needs and English as an additional language and higher attaining pupils, achieve well in relation to their previous attainment by the time they leave the school. The school is likely to meet the appropriately challenging targets set for this Year 2 group of pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, they are enthusiastic, eager to learn and work hard.

Behaviour, in and out of classrooms	Very good throughout the school both in lessons and at play. No exclusions.
Personal development and relationships	Very good; all groups of pupils get on very well together and with the adults in the school; they act responsibly when given jobs to do around the school.
Attendance	Satisfactory; broadly in line with the national average.

Boys and girls alike co-operate together very well, concentrate and take a real interest in their work. They show thoughtfulness, care and respect towards the feelings and ideas of others.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and has improved since the last inspection, when it was judged to be satisfactory. As a result, pupils learn well in many lessons. The core subjects of English, mathematics and science, including basic literacy and numeracy skills, are taught well across the school. This consistency contributes well to the achievements of pupils of all levels of attainment and is particularly notable in view of the relatively short length of time the present team of teachers has worked together.

The school now meets the needs of all girls and boys well, including higher attaining pupils, those with special educational needs, Traveller pupils and those who speak English as an additional language. In well-taught lessons across the school, teachers plan work thoroughly, taking good account of pupils' differing needs. They take care to provide activities that are relevant and interesting and manage pupils calmly, positively and very effectively. As a result, pupils concentrate well, work hard and achieve well. As yet, teachers do not make enough use of mathematics and information and communication technology to support pupils' learning in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; a wide range of relevant learning opportunities, enriched by a very good range of clubs, visits and visitors.
Provision for pupils with special educational needs	Good; pupils have clear achievable targets and are well taught. They receive effective help from special needs and teaching assistants. They are included well in all activities.
Provision for pupils with English as an additional language	Good; pupils receive good teaching and support that helps them to participate well in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; very good provision for moral and cultural development; good for spiritual and social development.

How well the school cares for its pupils	Well; all staff know pupils very well and provide caring support for them.
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The school and parents work very well together and this contributes very well to pupils' learning. The school is focusing this year on improving assessment procedures that are unsatisfactory at present because they do not provide a clear picture of pupils' progress through the National Curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher provides strong leadership and is well supported by the senior management team and good teamwork between all staff.
How well the governors fulfil their responsibilities	Well; they take an active and effective part in the management of the school.
The school's evaluation of its performance	Good; a rigorous system of monitoring and support has contributed well to improvements in standards and teaching and learning.
The strategic use of resources	Good; available funds are used well to support the school's priorities.

The school applies the principles of best value well to spending decisions. Staffing levels are good overall. Teaching assistants provide effective help for pupils' learning. A good level of resources and good accommodation are used very well to create a stimulating learning environment for pupils.

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. • Their children are well taught. They are expected to work hard, do their best and they make good progress. • The children are well behaved and the school helps them to become mature and responsible. • The school provides an interesting range of activities outside lessons. • The school is well led and managed. 	<ul style="list-style-type: none"> • How well they are informed about how their children are getting on. • A few were concerned that the school does not work closely enough with them.

Inspection findings support the positive comments made by parents, except that pupils could be given more responsibility for their learning. The information for parents has recently been improved by providing descriptions of what pupils will be learning each term. There are good, flexible, formal and informal opportunities for parents to meet with class teachers although it is generally left to the parents to make the appointments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection, results overall in the national tests have remained high, rising more quickly than national trends in reading and mathematics and keeping pace with them in writing. This is largely a result of a successful school focus on improving standards and teaching in literacy and numeracy, with all pupils now doing well in relation to their prior attainment, including pupils with special educational needs and higher attaining pupils. For example, the proportion of pupils reaching the higher Levels 3 and 4 has increased as a result of addressing the need, identified in the last report, to extend higher attaining pupils more effectively. Over time, differences in the performance of boys and girls are similar to the national picture.
2. Results in the 2002 National Curriculum tests at the end of Year 2 were well above average in reading and mathematics and average in writing compared with all schools nationally. Teachers' assessments in science indicate that standards were above average. Compared with schools of a similar context, the results were well above average in mathematics, above average in reading but below average in writing. However, these comparisons can be misleading as they are based on the proportion of pupils known to be eligible for free school meals. In this school, this figure does not fully represent the backgrounds of some pupils.
3. From observations and from analyses of the baseline assessments in recent years, children's attainment on entry to the reception classes is average overall but vary considerably from year to year. For example, the attainments on entry of the current Year 1 and Year 2 groups both fell considerably from slightly above average in previous years to below average. The attainment of the current reception group when they started school was broadly average. Records and past work show that pupils achieve well in relation to their individual starting points. This year, by the time that children leave the reception classes, standards are likely to be slightly above average in all areas of their learning as a result of good teaching and the very good provision made for them.
4. Past work and lesson observations show that, by the end of Year 2, standards this year are average overall in mathematics, reading and science and below average in writing. The difference between this and the recent national test results reflects variations between year groups in the relative numbers of higher and lower attaining pupils and not a sudden decline in standards. Although there is a very wide range of attainment in the current Year 2 group, there is a much higher proportion of lower attaining pupils than in previous years. This was reflected in the below average baseline results of this year group. The number of pupils with special educational needs is also above average. Nevertheless, all boys and girls are achieving well compared to their prior attainment. The school has set appropriately challenging targets for this year group.
5. Key factors in pupils' good achievement include the improvement in the overall quality of teaching and learning, which is now good throughout the school and the good provision and effective support given to different groups of pupils. These include higher attaining pupils, those with English as an additional language, Traveller pupils and pupils with special educational needs. Other factors include the good support for pupils' learning that the skilled teaching assistants provide and the effective and consistent implementation of the literacy and numeracy strategies, as teachers make good use of well planned in-service training and support. The very consistent and positive way teachers manage pupils and the very good relationships between them contributes significantly to pupils' very good attitudes and behaviour and consequently to their rate of learning and achievement.
6. In English, pupils now achieve well overall. Standards this year are above average at the end of Year 2 in speaking and listening. There are many good examples throughout the school of teachers providing a good variety of planned opportunities across the curriculum for pupils to develop these skills. Consequently, pupils listen very attentively, respond well to questions and express their ideas confidently. Standards in reading are close to average. Phonics are now well taught and

pupils use a good range of strategies to tackle unfamiliar words. They are enthusiastic readers and show a sound understanding of what they are reading. Standards in writing are below average. This is partly because teachers do not make enough use of opportunities in other subjects for pupils to practise and extend their writing skills.

7. Standards in mathematics are now broadly average at the end of Year 2. Pupils achieve well in relation to their previous attainment. This largely reflects the impact of the consistent implementation of the national numeracy strategy with the associated staff training. In well-taught lessons, teachers use well-matched questions so that all pupils are involved and give them challenging and interesting work. However, teachers do not make sufficient use of planned opportunities for pupils to apply their mathematical skills in other subjects.
8. Standards in science are average at the end of Year 2 in all aspects of the subject and pupils achieve well in relation to their previous attainment. Teachers place strong emphasis on scientific enquiry and pupils do particularly well in learning these skills. They show a good understanding in their learning about living things and identify appropriate similarities and differences in a variety of materials.
9. Standards in information and communication technology are average by the end of Year 2 and have improved since the last report. Pupils achieve well, especially in acquiring skills in Year 2, where good improvements in the level of resources have supported this. However, as yet they do not have enough opportunities to apply their skills, and thus to enhance their learning, in other subjects.
10. In religious education, the majority of pupils meet the expectations of the locally agreed syllabus at the end of Year 2 and achieve satisfactorily, as at the time of the last report. They develop a sound knowledge of key features of Christianity, Hinduism and Judaism and show considerable respect for the beliefs and ideas of other people.
11. By the end of Year 2, standards are above average and pupils achieve well in art and design, design and technology and music. This is partly a result of good teaching in these subjects, but also reflects the school's commitment to maintaining a broad curriculum by providing a rich variety of additional learning opportunities for pupils. Standards in physical education, history and geography are average and pupils achieve satisfactorily.
12. Pupils with special educational needs achieve well and make good gains in their learning from their prior attainment. They make good progress towards their individual targets because of generally well-matched work and the good support given by the special needs assistants and teaching assistants. Pupils whose targets relate to behaviour rather than academic progress also make good progress. Pupils who speak English as an additional language make good progress in their acquisition of language due to the good support they are given by teaching assistants and the teacher from the Ethnic Minority Support Service, and the good emphasis given to developing their speaking, language and communication skills. Pupils from Travellers' families achieve well and make good progress due to well-matched work and good liaison between the Travellers' Support Service and the school, which ensures continuity in the pupils' education.
13. Higher attaining pupils now also achieve well, as a result of more challenging work and the improved provision for them since the last inspection. This is reflected in the increased numbers of pupils reaching Levels 3 and 4 in reading and mathematics, although fewer as yet reach these levels in writing. No significant differences in the achievements of boys and girls were noted during the inspection.

Pupils' attitudes, values and personal development

14. The very good attitudes that the pupils had to school life at the time of the last inspection have been maintained; their behaviour has improved and is now very good. Relationships remain very good, with the same high levels of mutual respect between adults in school and pupils. The attendance levels are now average, a slight decline from then.

15. The pupils are very enthusiastic about school. The parents agree that their children like coming and this was very well illustrated in the positive and happy way in which they came into school each morning. They are familiar and confident with the morning routines and this helps them to settle quickly and confidently. This very positive approach extends to lessons and all the other activities that go on in school. In lessons, the pupils show interest in what the teacher is saying. They are keen and eager to make their contribution and persevere with the tasks set. For example, in a Year 2 science lesson, the pupils eagerly raised and answered questions and worked hard to complete their assignment. High levels of enthusiasm were shown during assemblies where pupils sang happily and eagerly. Year 2 pupils really enjoy the clubs provided for them after school and look forward eagerly to participating; parents like the way it helps these pupils to mature and feel special. The pupils are always willing to chat about their work and interests and will initiate conversations. Very high levels of respect are shown to all individuals and their backgrounds. The very good levels of self-respect and self-esteem reflect pupils' good spiritual development and their very good cultural awareness.
16. The behaviour of the pupils during the inspection was very good and supported the parents' positive views. From the moment they start in the nursery, they are taught about the high expectations of behaviour in school. They quickly learn how they are to behave and this promotes a very calm and purposeful atmosphere that allows pupils and staff to work hard. There are a few pupils who experience specific difficulty in behaving appropriately; they are supported very well in the classroom and around school. When asked about the strengths of the school, parents particularly mentioned the lack of any forms of harassment and the way in which all pupils are expected to care for each other. These opinions were fully borne out by inspection findings; nothing was seen during the inspection that gave rise to any concern; the pupils display high levels of regard and concern for each other. The school has not excluded any pupils in recent years.
17. Pupils with special educational needs have very good attitudes to class, group and individual activities. They listen well in lessons and their response to appropriate questions is good. Their behaviour in lessons is generally good. Their behaviour when withdrawn for small group or individual work is good and often very good. They are fully integrated and socialise well. Pupils who speak English as an additional language and pupils from Travellers' families also have very good attitudes to class, group and individual work. Both groups are fully included in the life of the school and their languages and cultures are celebrated well.
18. The relationships across the whole school community are very good. The staff are very good role models for pupils, treating each other with courtesy and respect. The pupils follow their good example and are, in turn, polite and caring. The very good relationships between teachers and their classes fully support the pupils' learning. The pupils delight in playing outside with their friends. Pupils from very different backgrounds and cultures work and play very well together. Friendships develop between boys and girls and across the different ethnic groups. These are very positive features of the school and highlight their very good moral and good social development.
19. The pupils are given good levels of responsibility in helping to ensure the smooth day to day running of the school. They hand out hymnbooks in assemblies and help with feeding the school's gerbils. However, they are not given as much responsibility for the organisation of their learning, for example, in collecting what they need to undertake a science experiment. There are also too few opportunities for the pupils to use their initiative. The pupils are polite not only to the adults and visitors in school, but also to each other; this is the result of the school's ethos of ensuring that they work and play in a calm and supportive environment.
20. Pupils take their responsibilities as members of the school council seriously. At first, pupils in Years 1 and 2 were involved in this, but since Christmas, pupils in the Reception Year have been included. Pupils enjoy being involved in school life in this way and in helping to shape the 'buddy' system, for example, and deciding how the 'buddy bench' should be painted.
21. Attendance at school has dropped slightly from its level at the last inspection. It is broadly in line with the national average. There is a higher than expected level of unauthorised absences, although these are accounted for by a very few pupils, known to the school and the relevant authorities.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is good overall and pupils learn well in many lessons. This contributes well to the good overall achievements of pupils. The quality of teaching and learning was good or better in just over three-quarters of the lessons seen. It was very good in over a fifth of lessons. No unsatisfactory teaching was seen. This is an improvement from the time of the last report, especially in Years 1 and 2, when teaching was satisfactory. Only two of the current seven class teachers were in post during the last inspection. The current team has been in place a relatively short time and several teachers have changed year groups this year. Hence, the consistency of approach in many key areas of teaching and learning is all the more remarkable. Rigorous monitoring of teaching and learning and well used staff training have contributed to this, as well as the willingness of teachers to work together in planning and sharing good practice. They share a determination to continue to improve the quality of learning for all of their pupils.
23. Teaching is good overall across the core subjects of English, mathematics and science. This consistent picture results in pupils making good gains in their learning and achieving well in these subjects. Teaching is also good in art and music which contributes to the above average standards and good achievements of pupils in these subjects. Not enough teaching was seen in design and technology, geography and history during the inspection period to make an overall judgement. Teaching is satisfactory overall in religious education, information and communication technology and physical education. The quality of teaching is good both in the Foundation Stage and in Years 1 and 2. It is particularly consistent in the Foundation Stage, where all lessons seen were good or very good. The very good leadership of the early years leader and the high quality planning contribute to this.
24. Basic literacy and numeracy skills are taught well overall, helping pupils to achieve well and to make good progress in many lessons. One reason for this is that teachers have worked hard to implement the national literacy and numeracy strategies consistently, making good use of external training and the support of the leading literacy and numeracy teachers within the school. Other reasons include the effective support given to pupils with special educational needs and those who speak English as an additional language. Pupils receiving additional support through the early literacy strategy are very well taught. In a very effective mental arithmetic session for Year 2 pupils, the teacher's own enthusiasm made pupils keen to answer and she used brisk, skilful questioning well to target, involve and challenge pupils of differing levels of attainment. As a result they made good progress in learning to count on in tens. Phonic skills are well taught. For example, in a Year 1 lesson, the teacher helped pupils to make good progress in using the sounds they were learning in their spelling and in improving their skills in distinguishing blends, as they eagerly tried to correct the 'mistakes' made by a toy owl. This resulted in a good level of accuracy by the end of the session. However, teachers do not make enough use of opportunities in other subjects for pupils to practise and extend their writing skills and are more effective in teaching reading rather than writing skills to small groups within English lessons.
25. The quality of teaching for pupils with special educational needs is good. Work is well matched to their specific needs. They are challenged effectively and targets are met. Consequently, they make good progress. Individual education plans are kept up to date and targets are reviewed regularly. Teachers' daily planning, however, in subjects other than English, mathematics and science does not always specifically identify the lesson objectives for pupils with special educational needs. There are good liaison procedures between the class teachers and the special needs assistants and teaching assistants. This helps the assistants to provide good support for pupils in class or when they are withdrawn. Assistants give good feedback to teachers about pupils' progress through formal and informal notes kept in pupils' individual record booklets. These booklets are used well to inform future planning. The management of these pupils is very good and this helps them to learn well. Pupils with individual targets for behaviour are supported sensitively.
26. Pupils who speak English as an additional language and pupils from Travellers' families are also taught well and so achieve well. Pupils are mainly supported within their classrooms. For short periods in the week, some are withdrawn for individual and group work with the learning support

assistants, special needs assistants or visiting teachers from the Speech and Language Service, the Travellers' Support Service or the support service for ethnic minority pupils. The support and teaching in these groups is good and often very good. Teachers use a good range of resources to support pupils' progress well. For example, in a Year 1 group activity about the story of Cinderella, the language support teacher shared an Italian version of the story with the pupils. In a whole school assembly, the book used for the story contained Arabic as well as English. Teachers frequently ask pupils who speak English as an additional language to share words and phrases from their first language with the rest of the class and the evident value placed on this increases their confidence and helps to include them fully in lessons.

27. In many lessons, there are strong features that contribute to the very good attitudes pupils have towards their learning. Teachers manage their pupils in a very consistent and positive way. This is based on the very good relationships between staff and pupils throughout the school. Teachers help pupils to meet their high expectations of behaviour and attitudes to work by creating a calm, secure and purposeful atmosphere in lessons. They have a good knowledge of individual pupils that they use sensitively to support their learning and to promote their self-esteem and personal development. They go out of their way, very successfully, to ensure that every pupil, irrespective of their culture, social background or level of attainment is fully included in all activities and feels fully part of the class. This contributes very well to the very good integration of all pupils across the school and the respect that pupils show for each other. Teachers listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many good examples of this were seen in lessons across the school. It means that pupils are keen to share their ideas and to learn readily from their mistakes.
28. Another good feature is the way that teachers work together well as a team. They plan well together in year groups to ensure that pupils in each class have similar opportunities and that work is matched to pupils' needs and, for example, sufficiently challenging for higher attaining pupils. In the Foundation Stage, very good planning includes very clearly focused outdoor learning opportunities. These are good improvements since the last inspection.
29. Teachers brief and deploy their teaching assistants well, so that their skilled support has a positive impact on pupils' learning. They make equally good use of additional help from a good number of parents. Many examples were seen of teachers using good questioning skills in whole class sessions, to involve pupils of all levels of attainment and to ensure, for example, that boys and girls were equally involved. They are careful to choose resources and interesting activities that are relevant to pupils and arouse their interest. As a result, pupils listen well, are keen to learn and work hard in lessons, showing how well they can concentrate and co-operate together. Teachers use a good range of assessment strategies, such as skilful questioning, marking of work and observational notes, often made by the teaching assistant, to monitor pupils' learning and to decide what to teach next. Good examples were seen of teachers adjusting planning for the next day in the light of pupils' responses in lessons.
30. The positive impact of such features on pupils' rate of learning was illustrated in many lessons, such as a very well taught English lesson for Year 2 pupils. The teacher used very skilful questioning to review the key points of 'Giraffes Can't Dance', and to set the context for that day's learning. Her expressive reading of the story captured the full attention of all of the pupils. They listened intently and tried hard to emulate this by making good use of the punctuation as they read aloud. The teacher then made very good use of examples of the pupils' writing from the previous day in setting the new task of writing an alternative ending. She led a very effective lively discussion that clearly helped pupils to begin to formulate and verbalise their ideas. This was reflected in the enthusiasm, concentration and sense of purpose with which they settled to their task and in the amount and quality of their writing in the time allowed.
31. There were some elements of teaching, where, although examples of good or very good practice were seen, there was some inconsistency between teachers. This frequently made the difference between good and very good teaching and satisfactory lessons. Many lessons are conducted at a brisk pace with a good variety of learning activities that keep pupils on their toes and help them to concentrate well. In a few lessons, too long is spent on an oral introduction so that some pupils

become restless and lose interest. Although lessons are carefully planned with clear objectives, not all teachers share these effectively with pupils. In the best examples, teachers not only discussed the objectives with pupils so they knew exactly what they should be learning, but kept pupils tightly focused by returning to them during the lesson. At the end, they encouraged pupils to evaluate their work against them, so that they knew how well they were doing. At the end of a Year 2 literacy lesson, for example, pupils were clear about what they had learnt and how well they had improved, making comments such as, 'Yesterday, I didn't use as many describing words', or 'Today, I remembered commas'. In some lessons, such reviews are too brief and opportunities are lost.

32. Teachers do not yet use target setting effectively in English and mathematics to help pupils focus on particular areas for improvement and to move their learning on. Not enough use is made of planned opportunities in other subjects for pupils to practise and improve specific writing skills. Teachers do not yet make sufficient use of pupils' skills in mathematics or information and communication technology to support their learning in other subjects.

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

33. The school provides its pupils with a very good range of learning opportunities that have improved considerably since the previous inspection when the curriculum was judged satisfactory overall. The curriculum is very broad and balanced and a particular strength is its relevance to the interest, aptitudes, special educational needs and additional language needs of all pupils, which prepares them well for their next stage of education. Statutory requirements are met in all subjects, including religious education, collective worship and personal, social and health education. At the time of the last report some aspects of the programmes of study for information technology were not being covered. These have now been addressed. Very good use is made of visitors to the school and visits in the locality. The interesting and relevant curriculum not only adds to pupils' learning but also contributes to their very positive attitudes and personal development. The previous report noted that time keeping in some classes was 'lax'. This has been addressed and time throughout the school day is well used in all classes.
34. The quality and range of learning opportunities for children in the Foundation Stage are very good and include very good provision for learning in the outdoor environment. The very good planning makes the objectives of all activities very clear, contributing very well to children's good learning. The strategies for teaching literacy and numeracy skills are good, helping pupils to achieve well overall in English and mathematics. Long-term and medium-term planning is good overall. The school has taken aspects of nationally approved guidance, and previous school planning, to develop themes and topics. Planning and the schemes of work have very recently been reviewed, to update them where required and to ensure that the higher attaining pupils, especially in science, for example, are challenged well. The scheme for religious education is in accordance with the locally agreed syllabus for Surrey. However, the planned use of writing and mathematics to support other areas of the curriculum are unsatisfactory and opportunities are missed. The planned use of information and communication technology to support other areas of the curriculum is also unsatisfactory.
35. Provision for personal, social, and health education is good and is being well co-ordinated. It is firmly established in the day-to-day teaching and life of the school and is effectively planned for within a range of topics or themes. These themes are used effectively to promote the pupils' sense of responsibility, to develop their self-confidence and sense of self worth, and enable them to form very good relationships with each other. The governing body has agreed that sex education should not be taught in the school. Drugs education is introduced at an appropriate level. Circle time is a well-used opportunity for pupils to talk about issues of importance to them and the newly formed school council is encouraging the values of citizenship amongst the pupils. The school is looking to gain level two recognition of the national Healthy School Award.
36. Equality of opportunity in the curriculum is very good. All pupils have full access to the curriculum, including educational visits. The school gives very good attention to ensuring that the curriculum is accessible to all pupils regardless of their gender, race, background or ability. The school is

committed to inclusion for all. No pupils are disapplied. The staff are highly committed to ensuring that all pupils participate in and gain the most they can from the curriculum. Boys and girls of all backgrounds, pupils with special educational needs and pupils who speak English as an additional language participate equally well.

37. The provision for pupils with special educational needs is good and they make good progress in relation to their individual targets. The requirements in statements of special educational needs are well met. The requirements of the Code of Practice are generally fulfilled well. The provision for pupils who speak English as an additional language is very good. The visiting teacher from the Ethnic Minority Achievement Grant Support Service provides very good support for pupils. She also supports and advises teachers and teaching assistants well. The resulting good provision ensures that pupils fully understand the tasks set and are fully included. As a result, they make good progress. The support given by the teachers from the Traveller Support Service and the Speech and Language Service is also very good and results in good progress by pupils. As well as supporting pupils, they also give good advice and support to teachers and teaching assistants. There is no register of gifted or talented pupils.
38. The provision for extra-curricular activities is very good. Over ninety per cent of parents who returned the pre-inspection questionnaire felt that the school provides an interesting range of activities. Inspection findings are that the school provides a very good range of activities, which include, across the year, art, drama, skipping, dance, chess, recorders, choir, computers, environment, an able pupils mathematics club and a French club. The enrichment of the curriculum by first hand enquiry, educational visits and visitors to the school is good. Links with the community are good. For example, pupils visit the local church and synagogue as part of their religious education work, study the local shops and area, make pizzas at a local pizza restaurant and visit the Barbican in London. The community police officer, a member of the fire service, a keyboard player, an orchestra from the local junior school, a travelling farm and a number of parents visit the school to talk to pupils and thus enrich their experiences. All of these additional opportunities help to interest and motivate pupils very well, contributing to their very positive attitudes towards school.
39. Sound links have been established with partner institutions. During the pupils' final half term in Year 2, they visit the neighbouring junior school and work with Year 3 pupils. This leads to a smooth transition for pupils from the infant school to the junior school. Good links have been established both with local pre-school groups and with the teacher training institution at Kingston University.
40. The provision for the pupils' personal, spiritual, moral, social and cultural development is very good overall and has improved since the last inspection. The school's ethos, based on clearly defined aims, strongly promotes respect and consideration for each other and their cultures and beliefs. These aims are carried out very successfully in the life and work of the school, promoting a secure and happy community where everyone is welcomed, cared for and treated fairly.
41. The provision for pupils' spiritual development is good. A key strength is the way in which the school's good quality assemblies are used. The school gathers together to carefully explore planned themes and reflect on the impact on their lives. A good example of this was an assembly about 'Precious Things'. This involved considering a range of objects (a box of sweets, a present, a necklace and a glass of water) to find out which was most precious. Discussion led to agreement that water, which is necessary for life, is the most precious. Further exploration of issues concerning places, with insufficient water, such as those in Africa, helped pupils to realise how they took water for granted and often wasted it. The school provides an ethos in which all pupils can grow and flourish. Pupils' self esteem is promoted strongly and respect for each other is successfully role modelled by all adults in the school. Pupils' questions are valued and time is given to their ideas and to the variety of their cultures. This promotes tolerance and understanding very well.
42. Very good provision is made for moral development and has improved since the last inspection. The school has a very clear behaviour code that is understood and shared by all, including parents. A behaviour booklet, which has been written with the support and agreement of the pupils, goes home to parents so that they understand and agree the high expectations of the school. Pupils are expected to take responsibility for their actions and are constantly reminded to make 'good

choices'. A 'buddy bench' is provided in a quiet place in the playing area for pupils to sit and talk to each other when things go wrong or when they need a friend to talk to. The good example of all staff makes an important contribution to moral development. Staff demonstrate care and concern for each other, as well as the pupils. The way in which pupils are treated encourages them to take responsibility for their own actions and to understand that they are accountable for them.

43. Provision for social development is another good aspect. There is a strong sense of community within the school, which is welcoming to all cultures and to those with disabilities. Various members of the local community frequently visit the school. Pupils raise money for several charities, such as the Lifeboat Society and the N.S.P.C.C. Visits are made to the nearby residential home for the elderly and to a Mental Health Care Centre to sing to members. Pupils undertake general responsibilities for registers, assemblies, the library and at lunch time. The school council is too new for pupils to make decisions without a lot of adult support and guidance. It is, however, a good initiative and additional provision for pupils taking further responsibilities.
44. The school's cultural provision is very good. A particularly strong focus on the arts and a very good range of after school clubs, visits and visitors support this well. Art and music provision within the school is very good. The range of visitors and visits is also linked well to the pupils developing a good understanding of the multi-cultural nature of our present society. For example, pupils visit the synagogue, a Jewish mother came into the school to explain the Passover, an Indian mother came to show her sari and other traditional items and a Muslim mother came in to talk about her religion and culture. Visitors to the school have also included a singer from Zimbabwe, an African drummer and an Irish visual artist. Teachers use every opportunity to celebrate the culture and language of pupils who come from other countries. A particular strength is the integration and celebration of the school's Travellers' community. Resources are often borrowed and the Travellers' Support Service undertook training to help the teachers to understand the Travellers' culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school works hard to create a calm and purposeful atmosphere in which everyone can work and play to their full capacity; in this, it is very successful, with the pupils feeling very well supported by the staff. A good number of staff are on duty during lunchtime and playtimes and all work from a common set of expectations, so that pupils know what is required of them. Procedures for monitoring and supporting pupils' personal development are good and contribute to pupils' confidence and self-esteem. Although personal development is only formally recorded in the nursery and reception classes, annual reports show that teachers in Years 1 and 2 know the pupils in their classes very well, giving good detail of their strengths and where they might improve.
46. The school has very good policies and procedures for ensuring the health and welfare of its pupils. Child protection is overseen very well by the headteacher, who is well trained and ensures that staff are all familiar with what to look for and the procedures to follow, if they have concerns. Pupils' welfare is effectively covered by a number of policies, including risk assessment for trips and lessons, the administration of medicines and informing parents of any accidents to their children in school. The safety of the pupils is generally ensured well.
47. Behaviour is promoted very well through the consistent approach of all staff and their high expectations of pupils to behave appropriately at all times. This starts with parents being asked to sign the behaviour booklet, which they are expected to share with their children before they start school. This helps to alert the parents to the importance placed on good behaviour by the school. Pupils agree the rules for their classroom at the start of each year, giving them a very good opportunity to discuss what they consider to be appropriate behaviour and to decide what might be considered to be any form of bullying. Minor transgressions are handled promptly by an adult; anything more serious is referred to the headteacher who takes the necessary action, recording it fully. The last recorded incident was more than eight months ago. The successful promotion of very good behaviour contributes to pupils' very positive attitudes to learning and their good achievements.
48. Attendance is monitored well by the headteacher and the local authority, which is actively involved in supporting those families whose children do not attend regularly. Registers are marked well; it is

easy to identify any attendance difficulties and take the necessary action. Parents are generally very good at following the school's absence procedures. The school is strict when authorising holiday leave, limiting it to the ten days over which it has discretion. Very good account is taken of the differing cultural backgrounds of pupils when authorising leave for occasional days.

49. The arrangements for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the revised Code of Practice. Teachers and special needs assistants know their pupils well, enabling them to help pupils to make good gains in knowledge, skills and understanding. Records are up to date and help them to monitor their progress and inform future planning. Individual education plans contain specific and measurable targets and manageable strategies for achieving those targets. They are regularly reviewed in order to monitor progress, although they are not shared with pupils. The monitoring and support for pupils with a Statement of Special Educational Needs is good. Their annual reviews show good progress and outline future targets.
50. The school has established very good links with outside agencies. For example, the visiting teachers from the Traveller Support Service, the Speech and Language Service and the Ethnic Minority Achievement Grant Service give very good support to the pupils and keep good records of the work and progress of the pupils they help. The teacher from the Traveller Support Service and the school's Foundation Stage leader have initiated on-site visits to traveller families to ensure a smooth and welcoming transition for pupils entering the school. This is another example of the school's very good commitment to fully including all groups of pupils.
51. Procedures for monitoring and supporting pupils' academic progress are satisfactory overall. The teachers have good personal knowledge of the pupils and their strengths and weaknesses from their day to day assessment. The school's assessment procedures are, however, unsatisfactory. The school collects a wealth of information from a range of regular standardised tests. Teachers use this appropriately, for example, to track pupils' reading ages, but because it does not directly relate to National Curriculum levels it does not inform their planning in relation to these. Although predictions are set from baseline tests, there is no overview of pupils' progress from baseline through the National Curriculum each year. The school does not use the finer grades of National Curriculum levels to track progress, particularly at Level 1, although some use is made of these in Level 2 when teachers moderate pupils' writing. It is therefore difficult to set meaningful and relevant targets with pupils to help them to make further improvements in their work. Data from Year 2 national test results is carefully analysed and the information used appropriately in planning. For example, analysis of mathematics papers indicated a weakness in mental mathematics. The curriculum was adjusted appropriately and improvements have been made successfully. Good attention is paid to monitoring for gender and ethnicity differences in attainment. The school is aware of the need to review its assessment and tracking systems and that it has not kept up with current developments in assessment. This is why there has been a fall in the assessment judgements since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. From the questionnaire, the meeting prior to the inspection and those parents spoken to during the inspection, it is evident that the school enjoys a very high level of support from the parents of its pupils. An analysis of the questionnaire shows that most parents are happy with almost all aspects of the school. About a quarter were not satisfied with the information they receive on how their child is doing and a small minority felt that the school does not work closely enough with them. Inspection findings agree with the very positive comments made by parents, although pupils could be given more responsibility for and involvement in their learning. General information and reports about pupils' progress are judged to be good. However, the school does expect parents to take the initiative in arranging to meet teachers to discuss their child's progress periodically, during the weekly times set aside for this. Flexible arrangements are available for parents who cannot attend after school. The intention is to enable parents to have a longer, less hurried discussion about their child than in a formal appointment system. Should the teachers have concerns, they ask parents to

come into school at an appropriately early stage. Parents are encouraged also to meet their child's teacher informally through termly coffee mornings arranged for each class.

53. Liaison with parents of pupils with special educational needs is satisfactory. They are aware of the point of contact in the school and are given the opportunities to share in the targets of the individual educational plans. Parents of pupils with a Statement of Special Educational Needs are kept fully informed and are given good opportunities to be involved in reviewing the targets set for their children, in accordance with the Code of Practice. However, parents are not made aware of a regular time when the special needs co-ordinator is available for discussion or consultation.
54. The annual report sent to parents is of good quality. In all cases, there is a good level of detail given about what skills have been mastered and used and what has been learned and understood. The suggestions for ways of improving do not always relate to any comment in the report, but do show that the teachers know what the pupils need to do to improve. The school endeavours to keep the parents fully informed about what is going on in school. Newsletters are sent out at regular intervals and always displayed on the parents' notice board. Other helpful letters are sent out relating to class or year events or activities. A recent introduction, in response to parental requests, is a termly letter about what the pupils will be learning. This is designed to help parents to give support to their child or to discuss with them what they have been learning. At the beginning of each year, meetings are held to discuss what each year group will be learning. Specific meetings have also been held on areas such as literacy and numeracy. The school has an open door policy encouraging parents to contact it with any concerns or worries. The headteacher is usually at the entrance to greet the pupils and parents at the start of the day and she is willing to deal with any problems then. Parents can also talk to teachers at this time. The headteacher actively seeks to reassure parents who may lack confidence in approaching the school.
55. The school works very hard to establish, develop and maintain good relationships with all its parents and the success of this is shown in the high levels of support parents provide in a number of ways. This is also shown by the confidence that different groups of parents have in the school. All parents sign the home-school agreement and the behaviour code, which helps pupils to know what is expected of them. They provide further support by helping their children at home, particularly by hearing them read. The school is very good at using the varied, considerable expertise that exists amongst the parents. Individuals have been asked to talk about, amongst other things, Independence Day in America and to show how to make sweets for Divali. Many parents are able to give time regularly to help in school, for example with cookery and reading; the books in the library were all labelled by parents.
56. The 'Friends' play an important part in the life of the school, They provide very good opportunities for staff and parents to meet informally, to enjoy the varied programme of events arranged and to raise impressive sums of money to support the school in its work. This significant contribution to pupils' learning includes annual donations for books for the school library and a recent decision to help pay for the leasing of laptop computers. The school does not formally consult with parents, but informal discussions, for example, with the parent governor, the chair of the 'Friends' or just parents in the playground helps give the school an idea of what they are feeling.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Both the leadership and the management of the school are good. There has been a good response to the weaknesses identified in the previous report. As a result, the already high standards in reading and mathematics, in particular, have been improved further. Standards in information and communication technology have improved to average, while standards in art and design, design and technology and music are all now above average. The needs of higher attaining pupils are met more effectively and planning has improved so that all groups of pupils achieve well as they move through the school. Shortcomings in strategic planning have also been overcome. In addition to this, there have been a number of other good improvements. For example, the quality of teaching has improved from satisfactory to good. Rigorous monitoring of teaching and learning and staff training have contributed to this. There has been a significant improvement in the planning and provision of children in the Foundation Stage, especially in the use of the outdoor environment. The national

literacy and numeracy strategies have been implemented effectively and consistently. The behaviour of pupils has improved further to very good and contributes greatly to their good rate of learning.

58. The headteacher provides good leadership. She leads very much by example, through her own teaching and in the successful promotion of good teamwork with the staff and governors. She has secured their confidence and support, as well as that of parents, and the commitment of all to ongoing school improvement. This contributes well to the shared sense of direction, which reflects the headteacher's clear vision. This is focused on raising standards further while providing a rich and broad curriculum and a determination to ensure that all groups of pupils continue to participate as fully as possible in all aspects of school life. Teachers' good knowledge of individual pupils, the way they promote their self-esteem and recognise their achievements, as well as the involvement of the school in the 'Artsmark' and 'Healthy Schools' initiatives, are good examples of how these aims are seen in practice daily. This makes a strong contribution to the very positive attitudes and very good behaviour of the pupils and to the way that the school successfully encourages racial harmony and the very good integration of pupils from a very wide range of backgrounds.
59. The senior management team, which includes the deputy headteacher, provides good support for the headteacher and contributes well to strategic planning. For example, it has carried out useful monitoring and evaluation activities, such as the analysis of performance information and the identification of key priorities. Subject leaders have had greater responsibility delegated to them for their areas since the last inspection, for example in managing their budgets and in opportunities for monitoring and evaluating standards and the quality of teaching and learning. They have used this to good effect in raising standards and pupils' achievement, most notably in the Foundation Stage, in the core subjects, information and communication technology, art and design and design and technology. The very good and varied opportunities for staff training have contributed to this.
60. The leadership of the special educational needs co-ordinator is satisfactory. She has ensured that individual education plans have specific and measurable targets for pupils, as recommended in the new Code of Practice, and that they are reviewed regularly. The education plans are discussed with parents and they are given a copy. However, pupils are not involved in the formulation and review of their plans or their targets. The policy for special educational needs has been updated in the light of the new Code of Practice, but not all staff, especially teaching assistants and special needs assistants, have been inducted into its new procedures. Teaching assistants feel well supported by the majority of teachers and generally feel positive about their roles. However, they do not have regular meetings with the co-ordinator in order to update their skills and to discuss pupils' progress and targets. The responsible governor for special educational needs is new to the role. She gives sound support but has not had time to develop regular meetings with the co-ordinator. The work of visiting support teachers is co-ordinated well by the headteacher and special needs co-ordinator, ensuring that help is provided for those pupils most in need.
61. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the focused use of the performance management process. This has been developed well to support the key priorities on the school development plan and is carefully linked to well-planned staff training. Teaching assistants are also appraised as part of their professional development. The school development plan is a useful working document, encompassing all aspects of the school, including training opportunities. It is costed well and progress towards its priorities is monitored carefully. However some of the success criteria, especially those relating to standards, are not precise enough to be easily measurable. The school makes good use of national initiatives, such as the early literacy strategy, in raising standards and achievement. The headteacher manages the additional bureaucratic demands, arising from implementation of initiatives such as these effectively. She does this, for example, partly through the use of information and communication technology, but also by prioritising and delegating appropriately, so that these demands do not detract from the benefit to pupils.
62. One of the key factors in the improvements in standards and the quality of education since the last inspection has been the systems that the headteacher and governing body have put into place to provide a rigorous approach to all aspects of monitoring and evaluation. A well-structured pattern of lesson observations involves governors, subject leaders and the local education authority adviser, as

well as the headteacher, and has contributed well to the improved quality and consistency of teaching and learning.

63. The school makes good use of baseline information and internal tests to set school performance targets with the local education authority, and governors are involved well in this process. However, there is no system for tracking individual pupil's progress through each stage of the National Curriculum levels. Consequently, there is no effective mechanism for setting curricular targets in English and mathematics for each year group or for pupils of differing levels of attainment, for example, to give a clear focus to teaching and learning linked to the school performance targets. National test results and those from internal tests, especially in English, are carefully analysed to identify weaknesses in the curriculum or in the achievements of particular groups of pupils. Appropriate action is then taken to address these through the priorities in the school development plan.
64. Governors are committed and very supportive of the school and carry out their statutory duties well. Since the last inspection, they have taken an increasingly active and effective part in the leadership and management of the school. The comprehensive monitoring programme that has been established has contributed to this. Individual governors are linked to key areas of the curriculum and several work regularly in school. All of this, together with good information from the headteacher, has helped to give them clear view of the strengths and weaknesses of the school and enables them to fulfil their role as critical friends well.
65. The quality of financial planning and management is good and the efficient administration officer makes a very good contribution to this. The funds received by the school, including specific grants, are used effectively to support the school priorities, for example, to improve the number of teaching assistants in classes and also to maintain the single age classes. The effectiveness of such spending decisions is carefully evaluated in relation to pupils' achievement. For example, the focus of lesson observations last term was to see how well teaching assistants were being used to enhance pupils' learning. This is a good improvement since the last report. The budget surplus last year was a result of retrospective funding for additional pupils coming into the school, but is likely to be reduced to well under five per cent this year.
66. Principles of best value are applied well and contribute to the improved cost effectiveness of the school. The school ensures through competitive tendering that they obtain best value for money when purchasing resources and services, and options are thoroughly researched. A good example of this was the decision over buying or leasing the laptop computers. Parents are consulted over specific issues that arise and this led, for example, to changes in the way parents collect their children at the end of the day. Pupils of all ages are now consulted through the school council. Financial and performance information provided by the local education authority is used well both by governors and the senior management team to review and question the school's own performance.
67. The good number of teaching and support staff is well matched to the needs of the school. Teaching and special needs assistants provide effective support for pupils' learning throughout the school. The secretary provides helpful, efficient support and the school is well supported at lunchtimes by the mid-day meal assistants. The caretaker maintains the buildings well.
68. The accommodation is spacious and staff make the good use of the facilities available to provide an inviting and stimulating learning environment for pupils. Wall displays reinforce the good spiritual provision for the pupils in the way that they both stimulate them and value their work. Dedicated, very well equipped outdoor areas are used very effectively and imaginatively to support the learning of nursery and reception children. The level of resources is good overall and teachers use them well to interest and motivate pupils. The way that the new laptop computers are used, for example, in enabling Year 2 pupils to take them home at weekends, is having a positive impact on standards in information and communication technology. The bright and welcoming library is well stocked with a good range of fiction and non-fiction books to encourage pupils to read and enjoy books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

- a) Raise standards in writing, which are below those in other aspects of English at the end of Year 2 by*:-
 - ensuring that all teachers provide focused, direct teaching of writing skills regularly when working with groups of pupils of differing levels of attainment in English lessons.
 - providing more planned opportunities in subjects across the curriculum for pupils to practise specific writing skills.
(see paragraphs 6, 24, 32,34, 81,86, 89, 99, 116, 121,142)

- b) Improve procedures for assessing pupils' attainment and progress through the National Curriculum in English and mathematics and their use in raising standards further by*:-
 - establishing manageable systems for tracking individual progress through each stage of the National Curriculum levels;
 - linking the setting of curricular targets for pupils to these, to focus them on particular areas of improvement.
(see paragraphs 51,63,89, 94, 96)

- c) Improve the use of mathematics and information and communication technology to support pupils' learning across the curriculum by*:-
 - identifying and planning more opportunities for pupils to practise and use their skills in these areas to support their learning in other subjects;
 - making more use of classroom computers to support pupils' learning across the curriculum.
 - continuing the planned information and communication technology training for teachers to increase their skills and confidence further.
(see paragraphs 7,9, 32,34, 88, 99, 113, 121, 1127, 129, 130, 134,141)

**The school has already identified these areas for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
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	9	22	10	0	0	0
Percentage	0	22	54	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	22	154
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		21

English as an additional language

	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	27	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	23	31
	Girls	26	25	27
	Total	53	48	58
Percentage of pupils at NC level 2 or above	School	91 (87)	83 (87)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	31	30
	Girls	26	27	27
	Total	52	58	57
Percentage of pupils at NC level 2 or above	School	90 (89)	100 (93)	98 (100)
	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	112	0	0
White – Irish	0	0	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British - Indian	1	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	12	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	4	0	0

No ethnic group recorded

1

0

0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22
Average class size	26

Education support staff: YR– Y2

Total number of education support staff	12
Total aggregate hours worked per week	185

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	1
Total aggregate hours worked per week	22
Number of pupils per FTE adult	11

FTE means full-time equivalent.

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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	456502
Total expenditure	432879
Expenditure per pupil	2290
Balance brought forward from previous year	21801
Balance carried forward to next year	45424

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	58	37	5	0	0
Behaviour in the school is good.	56	39	0	0	5
My child gets the right amount of work to do at home.	42	48	5	2	3
The teaching is good.	67	30	0	2	2
I am kept well informed about how my child is getting on.	36	36	26	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	36	3	3	2
The school expects my child to work hard and achieve his or her best.	68	28	2	0	2
The school works closely with parents.	44	39	11	2	3
The school is well led and managed.	64	28	5	0	3
The school is helping my child become mature and responsible.	62	33	2	2	2
The school provides an interesting range of activities outside lessons.	56	37	2	0	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. Provision for children in the Foundation Stage is very good. Children are taught in the nursery and two reception classrooms. These are well equipped and imaginatively arranged in areas that make the teaching of a wide and appropriate curriculum an important feature of the very good provision. A particularly good emphasis is laid on outdoor learning, which is well planned and linked very well to all areas of learning. This has been a significant improvement since the last inspection and gives all children increased opportunities to learn well. The good teaching in the reception classes and the very good teaching in the nursery, identified in the last inspection, have been maintained.
70. Although standards vary considerably from year to year, the present reception class entered the school with average standards overall. By the time they are ready to enter Year 1 they are likely to be at a level which is a little above all of the early learning goals. All children, including those with special educational needs, those with English as a second language and the Travellers' children, achieve equally well. The present nursery class is below average on entry to the school and is an example of the varying standards on entry to the school.
71. Children enter the nursery and reception classes in the academic year in which they are three or five respectively. A flexible arrangement allows some younger children to start on a part-time basis into the nursery and reception classes. A well-planned programme introduces the children and their parents to the nursery and includes home visits. This helps to ensure that children are confident and happy and that good relationships are forged between the school and its families. Not all children who enter the reception classes have been to the nursery and the school has identified that the programme of visits to the reception classes needs strengthening because of this.
72. In all areas of learning, children in the reception classes benefit from good teaching. In the nursery, the teaching is very good. Because of this, all children learn well and their achievement in the time that they are in the nursery and reception classes, is good in all areas of learning. All children are eager to come to school, behave very well and work hard in response to the good teaching and good quality support from the teaching assistants and other adults. The teachers plan exciting, interesting and practical activities, which interest and challenge children. In their outdoor learning, for example, children were asked to write and tie on labels for identified objects, such as gate, fence and table using the initial sounds which were the focus of learning at the time. The teachers have high expectations of the children, developing independence, which, for example, enables children to self register in the morning and promotes a successful flow of self-chosen activities, in addition to those directed by the teacher.
73. The partnership between all adults in the classroom is good and this means that the children benefit from good support in their groups at all times and they learn well. The quiet and effective control of the children, together with warm relationships with them, ensures that a happy and purposeful atmosphere exists in the classrooms, where all children are valued. Basic skills are taught systematically and well and are regularly reinforced in practical and interesting ways. For example, whole class phonic games are a regular feature and numerous opportunities are taken to count everyday objects in the classroom. All teachers ensure that the children know what they are supposed to be learning and why and there are frequent reminders of this during sessions. This helps children to understand why they are doing tasks.

Personal, social and emotional development

74. Children achieve well, because of the good teaching. An attractive and welcoming environment is provided, which helps young children to settle quickly and to feel part of the school. Children quickly understand school routines and start to work independently of staff. They show confidence and start to relate well to all adults in the classroom and play sociably together. The classroom environments are organised well for children to become independent and to work and play collaboratively together.

For example, a range of dressing up clothes is available for children to make choices and organise themselves. Children take care in dressing and undressing themselves independently and in their personal hygiene. There are frequent opportunities for children to work alone or in a variety of groups, such as with construction resources, play houses or sand. Role play activities such as 'The Three Bears' House' in the nursery and 'Underground' in the reception classes, help children to develop their imagination and at the same time encourage children to play co-operatively with each other.

Communication, language and literacy

75. The teaching is good and all classes provide a rich learning environment, where children can develop their reading, written and oral skills well. Adults model clear speech in discussion, share books regularly and provide a good range of writing opportunities. Books are shared, both by the whole class and individually, and children soon develop favourites such as 'We're going on a Bear Hunt', which was the current favourite in the nursery. Many labels and instructions are attractively displayed around the classrooms and children are encouraged to read these. Parents give good support to their children, sharing books regularly with them at home. Children make good progress because of constant reinforcement and a variety of methods, games and activities are used to help them to learn to read and write, to learn their sounds and letter names and to write their letters correctly. The teacher, for example, modelled the writing of an exciting happening at the week-end. Regular practice of making patterns in sand in the nursery and joining letters in the reception classes, provide good support for the early development of joined writing.
76. The curriculum is planned very well in a way that helps the teacher and other adults who support small groups, to give good support to the development of reading, writing and speaking and listening skills. For example, teachers in the reception classes worked with small groups of children, helping them to identify initial sounds and to sound out words. Reading and writing are taught systematically and well, using a variety of approaches. Basic words of early reading books are learned, together with strong and regular attention to developing knowledge of letter sounds, names and formation. Elements of the national literacy strategy are used well to prepare children for the National Curriculum. Children experience, for example, whole class reading of big books, talk about the text and complete relevant group activities. Almost all children in the reception classes recognise some common words and read simple sentences. They have increasing confidence in using initial sounds to write sentences, but few are yet able to identify final sounds correctly.

Mathematical development

77. This area of learning is also taught well. Day to day use of numbers in counting familiar objects, is well established. In the nursery, for example, children go on a 'bear hunt' in the outside area and then count the number of bears that they have caught. As a result of this, good numbers of children in the reception classes can count objects reliably up to 10 and a significant number count reliably beyond this. Children are learning positional language in a variety of interesting and practical ways. They are confident about, in front of, behind and on top of, but are not yet able to fully understand the concept of an object being put between two others in a pile. The good teaching provides a wide variety of practical activities to reinforce learning. They learn, for example, to order numbers using a numbered 'washing line'.

Knowledge and understanding of the world

78. Children are gaining a good understanding of the world in which they live, through a wide range of practical activities and they achieve well. When they sing songs, for example, They identify a range of winter animals that they might see. The current theme of 'Underground' helps children to understand 'burrows' for example and children experience making these in their outdoor learning. This leads to an understanding of hibernation and why earthworms go underground to hide from birds. The recent cold weather has led to good exploration of ice and melting. Children were seen to explore and experiment with the hands made of ice which were melting in the water trays. Children are encouraged to investigate and draw conclusions. 'Why do the fingers melt first?' is one such example. Children learn to use the computer mouse with confidence by following instructions on

interactive programmes such as building towers, which they then count. Children do not yet load their own programmes but make appropriate selections within the programmes.

Physical development

79. Children have good opportunities to develop their skills as they handle small tools, pencils, crayons, paint brushes, glue and scissors regularly. They frequently put together and take apart construction equipment and play with small creative toys such as the ones used in the playhouse. Regular planned times in the hall provide a structured time to use large apparatus and develop gymnastic skills. Children in the reception class were learning to stretch and hold different positions and move to different positions, under the direction of the teacher. They are not yet able to repeat short sequences independently. Children enjoy the variety of wheeled vehicles provided for their outdoor play. The climbing apparatus on the grass is a good provision, but bad weather often prohibits its use.

Creative development

80. There are regular planned opportunities for music making, singing, painting and collage using a range of materials. These enable children to make close observational pictures of vegetables and fruit, for example, and paint firework pictures. Good examples of self-portraits are on display, as well as collages of meals and Jack Frost. Exciting activities, such as making footprints of different animals in the ground and using charcoal to draw winter trees, are other good examples of the children's work. Parents give good support to singing. One mother, who is also a musician, for example, regularly provides good support to widening the range of songs known by the children, using her guitar as an accompaniment. Most children sing clearly and in tune, but still need the support of an adult lead.

ENGLISH

81. The language skills of the current group of Year 2 pupils were below average overall when they started school. Inspection evidence shows that standards in English are average overall by the end of Year 2. Standards are not as high as those in the national test results last year and those described in the previous report, because in the current year group there is a greater proportion of lower attaining pupils and fewer average and higher attaining pupils. However, they still represent good achievement for pupils in relation to their prior attainment. Pupils of all levels of attainment, including those with special educational needs and English as an additional language, do well, particularly in speaking and listening and reading but do less well in writing. The school has already identified this as a focus for improvement this year. No significant difference in the achievement of girls and boys was noted.
82. Good improvement has been made overall since the last inspection. Factors that have contributed to this include the good quality of teaching and learning helped by the effective and consistent implementation of the national literacy strategy and the well-used ongoing training associated with it. Higher attaining pupils are extended more effectively. Class teachers, visiting teachers and teaching assistants work closely together to help Traveller pupils, pupils with special educational needs and those with English as an additional language to do well, through effective, well-planned support in class and, where appropriate, through individual teaching. Assessment information is used appropriately to identify those in need of additional support. Initiatives, such as the early literacy strategy, are then used effectively to help them make more rapid progress. The good leadership of the co-ordinator, who is also a leading literacy teacher, has contributed considerably to improvements through, for example, staff training and the detailed analysis of national and internal test results assessment information. This is used well to help teachers to target specific areas of weakness, such as the current focus on non-fiction writing.
83. Standards in speaking and listening are above average by the end of Year 2. Pupils achieve well because the school places strong emphasis on the development of these skills from the time that children start school. Teachers provide frequent opportunities for pupils to share and discuss their ideas, in pairs, small groups and as a whole class, in lessons across the curriculum. As a result,

almost all pupils listen very attentively to their teacher and to each other. They make thoughtful contributions to discussions and are beginning to respond to each other's views. Good examples were seen of this in a Year 1 literacy lesson, when pupils were preparing to act out scenes from 'Cinderella'. In several of the groups, pupils were successfully and independently negotiating roles and ideas. Pupils are very keen to contribute their ideas. This is because all teachers show interest and place evident value on what each pupil has to say, generally modelling very good listening skills themselves. Teachers successfully extend pupils' vocabulary in all subjects through their emphasis on pupils understanding and using key vocabulary correctly. This also helps to increase pupils' sight vocabulary when reading. Teachers take particular care to ensure that pupils with English as an additional language understand new terms, such as 'Christian'. They also increase confidence and self-esteem of these pupils by taking every opportunity to celebrate and value their first language. Examples include asking them to share their word for an English word with the rest of the class and encouraging them to bring in books in their own language from home. This makes a significant contribution to pupils' spiritual, moral, social and cultural development.

84. Teachers also make good use of circle times and personal, social and health education lessons as well as the opportunities for pupils to take part in activities, such as the drama club, assemblies, school productions and the school council, to enhance pupils' speaking and listening skills. As a result, most pupils speak confidently and audibly in front of groups of different sizes. Year 2 boys and girls, for example, who led an assembly on the theme of 'Precious Things' during the inspection, spoke very clearly. They coped very well with unexpected – though relevant - contributions from some reception year children, showing how well they had engaged their audience! It also demonstrated the children's good listening skills!
85. Standards in reading are close to average at the end of Year 2 for this particular group of pupils. Pupils achieve well. Some, including those with special educational needs and those with English as an additional language achieve very well in relation to their prior attainment. Several factors have contributed to this. Teachers' own evident enjoyment and expressive reading of books and stories increases pupils' enthusiasm. Phonics and key words are now taught in a very consistent, well-structured way and teachers monitor and support the progress of individual pupils carefully in these. Teachers make good use of guided reading sessions as well as opportunities across the curriculum to help pupils to apply their phonic skills successfully. Some very good examples were seen of this. For example, in a Year 1 music lesson, some pupils noticed and commented upon blends in a set of instructions, such as 'cl' and 'fl' that they had learnt about in a literacy lesson earlier in the week. When reading a new book, a lower attaining pupil used his phonic knowledge very well, together with picture cues, to tackle unfamiliar words. He explained spontaneously, for example, that 'the 'ea' makes an 'ee' sound and then I saw the 'p' and it makes 'leaping'. Higher attaining pupils also use the text well to work out meaning. In a very well taught guided reading session for a group of average attaining Year 2 pupils, the teacher made the purpose of the work, namely, using the punctuation to read expressively, very clear. She kept pupils tightly focused on this both by modelling sentences very well herself and by giving pupils opportunities to practise and re-read sections of the text. As a result they made very good progress both in reading expressively and in understanding a challenging story. High expectations are set and met for pupils to read regularly at home and well used reading diaries show that parents make a good contribution to this aspect of their children's learning. Parents also support the development of pupils' reading skills very well both by contributing funds annually through the 'Friends' to maintain the very well stocked, attractive library and by working in it on a regular basis so that each class has a weekly opportunity to choose additional books to read at home.
86. Standards in writing are below average for this group of Year 2 pupils. The majority of pupils achieve satisfactorily in relation to their individual starting points although some achieve well. Pupils write in a good variety of forms, including poems, letters and stories. Most pupils form and join their letters correctly, although some have difficulty in sustaining handwriting of a consistent and appropriate size. Average attaining pupils write in simple sentences, begin to use capital letters and full stops correctly and spell common words with reasonable accuracy. This is largely because of the close links teachers make with spelling in their teaching of phonics, although lower attaining pupils still need considerable support with this, as with other aspects of their writing. The small number of higher attaining pupils write fluently. They use interesting, well spelt vocabulary and often well

structured sentences, as in, 'One Friday evening, I noticed the old tree – its bark was peeling off and it caused chaos. The emergency services---'. A few already show a good grasp of adapting their style to the audience, for example, writing more colloquially in a letter to a friend as in, 'Don't tell me, let me guess---'. This reflects the good attention teachers give to meeting the varying needs of pupils of all levels of attainment. However, teachers do not make enough use of planned opportunities in other subjects for pupils to practise and extend their writing skills. When supporting groups of pupils in writing tasks during English lessons, in general teachers do not use direct teaching strategies with the whole group as effectively as in guided reading sessions in order to move pupils' learning and skills on.

87. The quality of teaching and learning ranges from satisfactory to very good and is good overall. Teachers plan activities carefully, taking into consideration all groups, so that pupils with special educational needs, higher attainers and those with English as an additional language learn well. Teachers in the same year group plan together, to provide pupils in both classes similar opportunities. Good examples were seen of teachers using their good knowledge of pupils and their responses in lessons to adapt what was taught in the next lesson. Teachers create a purposeful learning atmosphere and use skilful questioning directed to specific groups and individuals. They make good use of appropriate praise to encourage pupils and keep up a brisk pace in most lessons. Consequently, pupils work with interest and concentration. All staff, both teaching and non-teaching, manage pupils consistently and very well. They provide good role models for their pupils, valuing their contributions, showing respect and fostering their self-esteem. This makes a very good contribution to their spiritual and social development. As a result, pupils have positive attitudes to English, which contribute to their good achievement.
88. In lessons that are less effective, although satisfactory, the oral introduction is too long and the pace slows so that some pupils lose concentration and pupils are not clear about the main purpose of the lesson. In some lessons, teachers made good use of strategies, such as paired discussion, to help pupils clarify and articulate their ideas, before writing activities. In other lessons, such opportunities were missed and some pupils found difficulty in getting started on their task. While teachers make appropriate use of listening centres to promote pupils' reading skills, in general, they do not make enough use of pupils' skills in information and communication technology to support and extend their learning in English.
89. The school uses a wide range of tests and assessments to monitor and support pupils' progress in different aspects of the subject. However, this information is not yet used effectively to set targets to help pupils improve particular aspects of their work and because the assessments are not directly related to National Curriculum levels, they do not provide a clear overview of pupils' progress through each of these. Teachers use the good range of resources well to stimulate and interest pupils.

MATHEMATICS

90. By Year 2, pupils are attaining standards that are in line with the national average. The achievement of pupils is good. Results of the national tests in 2002 showed pupils' attainment to in the highest five per cent when compared to the national average at Level 2 or above. The number of pupils obtaining Level 3 or above was well above the national average. The reason for the apparent decline in standards since 2002, and since the previous report, when standards were judged to be good, can be attributed to a much higher percentage of pupils with special educational needs and lower attaining pupils in the present Year 2, compared to previous years. However, evidence shows that the achievement of the present Year 2 pupils, from a lower than average baseline entry to the school, is good. Pupils with special educational needs, pupils who speak English as an additional language and Traveller pupils make good progress. They achieve well. No evidence was observed of any gender differences.
91. As found in the previous inspection, there is no difference in standards between the different areas of the mathematics curriculum. The national numeracy strategy has been implemented well and, together with good teaching, has had a positive impact on pupils' achievement. By Year 2, standards this year in numeracy are average. The majority of pupils can add and subtract two and three digit numbers including money, weight and measure, see patterns in number, continue a sequence of numbers, recall their 2, 3, 4, 5 and 10 times tables and identify halves and quarters.

Higher attaining pupils can sequence numbers to one hundred. In their work on shape, space and measurement, pupils can measure with increased accuracy up to thirty centimetres and describe the properties of two-dimensional shapes and simple three-dimensional shapes. They can tell the time on a twelve-hour analogue and digital clock using the hour, half hour and quarter hour. For example, Year 2 pupils were observed telling the time using an analogue clock. The majority could use half and quarter hours, whilst the higher attainers matched the time with a digital clock face. A number of higher attainers could also tell the time at five-minute intervals. With the support of the class teacher and the teaching assistant, lower attaining pupils were able to match the hour and half-hour on a clock face. In their work on data handling, pupils can read simple bar graphs or produce computer generated graphs to show the most popular pet in the class or favourite foods. They interpret their results satisfactorily. The previous report judged that there was too much reliance on workbooks in lessons. This has been addressed well and pupils are given more opportunities to use their knowledge and understanding through practical activities, which they do satisfactorily.

92. The use of mathematics and numeracy across the curriculum is unsatisfactory. Although some examples were observed of mathematics being used in other areas of the curriculum, opportunities are not planned for. This has been recognised by the subject leader as an area for development. The few examples seen included a simple time line to show the history of flight and a chart in science to record how long water at different starting temperatures takes to cool down.
93. The overall quality of teaching is good and has improved since the previous inspection when it was judged to be satisfactory. This results in good learning by the pupils and supports their good achievement. No lessons observed were unsatisfactory. Teachers' subject knowledge is generally good and they apply the elements of the national numeracy strategy well. There is good commitment to raising standards achieved by pupils. Teachers use activities that motivate and interest the pupils, which results in them enjoying mathematics lessons and feeling challenged. Work is well matched to the individual needs of pupils and so they feel successful. For example, in a very good Year 2 lesson about time, the teacher used a good variety of activities to record when the train left the station and arrived at different destinations, to develop pupils' understanding of time in a real context. She continually challenged the pupils with her questions and reinforced their understanding by explaining to the class each new concept learnt. She used pupils' errors very well as teaching points. For example, a pupil who read half-past nine as half-past ten was sensitively questioned and challenged about his answer until he realised his error, which was also shared with the class. The teacher then consolidated his answer with further examples of 'half-past' to ensure all of the class understood.
94. Teachers use questions well to assess understanding but not all use pupils' errors and misconceptions as further teaching points or ask pupils to explain and share their personal mental strategies. Although the objectives of a lesson and the key vocabulary are often displayed by teachers, not all discuss the objectives with the pupils, review them at the end of the lesson, or ask pupils to evaluate whether they have understood the objectives or not. Pupils are not set personal targets to help them to identify their strengths and areas to develop.
95. Lessons are well organised and start with a whole class, mental warm-up session, in which teachers try to involve everyone. However, in some classes the introduction to the main activity is often too long, for example, in a Year 1 class, pupils were observed to sit on the carpet for half-an-hour before they started their group activities. After the group work, the whole class then comes back together to share what they have learnt. Management of pupils in lessons is very good and creates a good atmosphere for learning. This also contributes well to the spiritual and social development of the pupils. Pupils with special educational needs, those who speak English as an additional language and Traveller pupils are given very good support by teaching assistants, are fully included in lessons and make good progress.
96. The subject leader manages the subject well. She is a leading mathematics teacher for the area and so gives demonstration lessons to teachers from other schools. She has a good understanding of the strengths of the subject and areas to develop, which are identified in the annual development plan. Good use is made of day-to-day assessment to evaluate pupils' understanding. However,

individual targets are not shared with pupils to focus them on specific areas for improvement. The use of long term assessment and the tracking of pupils' progress through the National Curriculum are unsatisfactory. Although number squares are displayed in each classroom, not all teachers clearly display number lines for pupils to refer to. The subject is well resourced, which impacts positively on pupils' motivation and learning. Satisfactory use is made of information technology, although this needs to be further developed and its use planned for consistently.

SCIENCE

97. The current Year 2 pupils entered the school with below average standards. Standards are now in line with the national average, representing good achievement over time. The attainment on entry to the school has declined since the last inspection and although standards at the end of Year 2 would appear to have dropped, this is not the case. Pupils achieve well and this is an improvement since the last inspection, when their achievement was described as sound.
98. Teachers' assessments for 2002 indicate that pupils were above average when compared to schools nationally as well as when compared to similar schools. The numbers of pupils reaching Level 2 and above together with those reaching Level 3 were also above average. Special educational needs pupils as well as pupils who speak English as an additional language and the Traveller pupils, are well supported and achieve well, many reaching the expected levels through this good support. All pupils are fully integrated into the life of the school and their interests and contributions are celebrated in science lessons, as elsewhere. This means that all pupils achieve well and feel valued.
99. Pupils make good progress in the acquisition of the knowledge and understanding in the key areas of life processes and living things, materials and their properties and physical processes. Good emphasis is laid on practical investigative work and pupils make good progress in gaining the skills of scientific enquiry. The good range of resources available helps pupils to be motivated and learn well. For example, in a Year 2 lesson, there was a good range of rocks, together with magnifying glasses and books for research. This excited and stimulated the pupils, enabling them to explore and learn well independently and to ask and answer their own interesting questions. However, there are missed opportunities at times for recording work to further develop pupils' writing skills. Additionally, there is little evidence of links with mathematics, for example, in using a variety of graphs, diagrams and tally charts to record results. Links with information and communication technology are also not fully planned for or explored within science.
100. Teaching is good. A very strong feature is the very good management of all pupils. Mutual respect is evident and lessons run quietly and smoothly, enabling good learning to take place. Other strong features are the good planning and preparation of resources, together with clear learning objectives. However, teachers do not always discuss these objectives with pupils or refer back to them in the lessons, or clearly explore them at the end of the lesson. Teachers' expectations of pupils are good. They have equally high expectations of pupils with special educational needs, those with English as an additional language and Traveller pupils, who are supported well by both teachers and learning assistants. Teachers place good emphasis on identifying challenging vocabulary in their planning and teaching it during the lesson. This vocabulary is often written and displayed within the classroom. In a Year 1 lesson on materials, for example, 'pliable', 'smooth', 'shiny', 'hard' and 'rough' were identified to help pupils learn. Challenging tasks were planned in a Year 2 lesson, where pupils were asked to raise and answer their own questions about rocks, using a well-chosen collection of research books. Pupils asked questions such as 'What are rocks made of?' and found out that they contained plants, insects and larvae, which were all inside the rocks.
101. Teachers' questioning skills are good, helping pupils to question and reflect on their learning. For example, 'Why am I asking you to do close observational sketches of rocks?', helped pupils to reflect on the purpose of their learning, which was investigation. This challenging style of teaching gives good support to pupils' spiritual development, helping them to reflect and wonder at the marvels of the earth. Good opportunities are made for pupils to report back and share what they have learned at the end of the lessons. A group of pupils in Year 2 for example, who had worked very well independently researching rocks, were confident in talking to the class, referring to the

source of their information in books. Pupils enjoy science lessons because they are practical and challenging. As a result, they are well motivated and confident in their relationships and work well collaboratively. They are well behaved and can be trusted to use resources with care, enabling good learning to take place. Pupils in Year 1 are familiar with a range of properties and can describe observed materials appropriately. In Year 2, pupils sort rocks according to their properties, such as shininess, hardness and describe similarities and differences. They still need adult support in identifying various ways of sorting materials.

102. The science co-ordinator gives good leadership to science and monitors a challenging and practical curriculum, which is being enjoyed by pupils. A recent focus has been to alter the curriculum to ensure that it is sufficiently challenging, by including some of the work from the year group above from reception to Year 2. This helps teachers to challenge pupils consistently through the school and supports the higher standards and good numbers of pupils reaching the higher Level 3, seen in previous years.

ART AND DESIGN

103. Although few lessons were seen during the inspection, teachers' planning and work around the school and a wide portfolio of pupils' previous work show that standards are above average by the end of Year 2. This means that all pupils achieve well throughout the school. This is an improvement since the last inspection.

104. Teaching in art and design is good and consequently pupils learn well. In lessons seen, pupils were encouraged to explore and share ideas. Year 2 pupils were encouraged to look at pictures closely to get visual clues from a given part of a picture, in order to continue and create the rest. Good learning resulted and pupils' visual thinking was extended. Teachers have a good knowledge and understanding for teaching art and design and this enables them to teach specific skills well. There are particular strengths in the teaching of printing such as block printing, printing on fabrics and string printing. Work is planned well overall, with clear learning objectives. The level of challenge is good and skills are taught to the whole class as well as individually, as the lesson proceeds. Particularly strong classroom management means that lessons run smoothly and pupils are well behaved. The pupils enjoy art and work well independently. They think deeply about their work and use their imaginations well. When extending the cropped image, for example, they looked closely at their pictures, using their imagination and skills to extend and complete them.

105. An extensive collection of work in the school portfolio and the good range of high quality art displays around the school, gives a strong message about the high value placed on art and design in the school. Good emphasis is placed on studying the work of famous artists. In their winter pictures for example, pupils have studied Monet's 'Magpie', Lowry's 'Panorama' and Gauguin's 'Breton village'. This enables pupils to learn about different styles, visual qualities and techniques and they learn well from the contrasting styles.

106. Good links are regularly made with a range of visitors, which give good support to the very good cultural development in the school. For example, local illustrators regularly come into the school and an Aboriginal day, with an Aboriginal artist, are all part of the school's good provision. Last year a very popular school art exhibition was held for parents and the local community. All pupils had work on display, which was catalogued and for sale. Satisfactory links are made with information and communication technology. It is used, for example, to make Christmas Cards in Year 2 and for self-portraits in Year 1.

107. The art curriculum is managed well, ensuring good coverage of a wide variety of skills. An art club provides further opportunities for these young pupils. Through the good display of work and wide range of work collected in the portfolio, the subject manager has a good overview of the subject. Some monitoring of teaching and monitoring of planning, support this good overview well.

DESIGN AND TECHNOLOGY

108. During the inspection week, it was only possible to observe one design and technology lesson. Therefore, judgements are based on this lesson, samples of finished work, teachers' planning and discussion with teachers, the subject leader and pupils.
109. By Year 2, standards are above those expected nationally and pupils' achievement is good. They design and make models from recyclable and commercial materials, identify appropriate materials that should be used, and evaluate their results well. Their skills of cutting, sticking and joining are good and build well on previous experiences. For example, in Year 1, pupils make simple 'pop-up' and moving pictures. The skills learnt of cutting and joining materials are used in Year 2 to make vehicles and glove puppets.
110. The designing, making and evaluations of their work by pupils are good. Written evaluations also contribute well to English and the use of extended writing. For example, Year 1 pupils evaluated favourite toys and visited a local playground to evaluate play equipment before designing their own. Year 2 pupils made a vehicle with moving wheels from recyclable materials, on the theme of designing and making a replacement sleigh for Santa Claus. They evaluated the success of their construction well and considered ways to improve their vehicle. In food technology, pupils use a small cookery area to follow recipes and bake. For example, Year 1 pupils made 'Cheesy Snakes', which they evaluated eagerly for taste and appearance.
111. It is not possible to make an overall judgement on the quality of teaching as only one lesson was observed. However, planning is good and the scheme of work, based on national guidance, ensures that skills are taught progressively. In the one lesson observed, where pupils were introduced to different fruits and vegetables and food hygiene, teaching was sound overall. The lesson was well organised and resourced and provided good challenge for the pupils, which engaged them and resulted in good behaviour and interest. However, not all pupils had the opportunity to handle the different foods and the pupils' enthusiasm often lead to a high level of noise, which was not immediately checked by the teacher. Very good use was made of a parent to work with a small group of pupils, who peeled and grated a variety of vegetables and fruits and evaluated them for hard and softness, taste and texture. This also contributed well to science and pupils' understanding of materials and their properties.
112. Teaching assistants and parents support pupils with special educational needs and those who speak English as an additional language well and ensure that they are fully included and make equally good progress. The attitudes of the pupils are good and they show pleasure and pride in their work and an eagerness to complete tasks.
113. The subject leader is relatively new to the role. She provides sound leadership. However, she has already established a good understanding of the strengths and areas for development in the subject, which she has included in her subject development plan. Although some use is made of pupils' mathematical skills, such as measuring, when making models or following a recipe, she is also aware that planned opportunities for using mathematics and information and communication technology to support the subject are unsatisfactory overall and need to be developed. She is also aware of the need to develop assessment in the subject. Although she has had time allocated to monitor the subject on some occasions it has been at times when the subject was not being taught and so lessons could not be observed.
114. Resources are good and include a small cookery area, which makes a good impact on standards in food technology and hygiene. Parents support the subject well by helping in the class or in the cookery area. Good use is made of the local environment to support the subject. For example, as well as visiting a local park to evaluate playground equipment, pupils visit a local fast-food pizza restaurant to see how commercial pizzas are made and to make their own. The subject contributes well to the spiritual, social and cultural development of pupils. For example, they work well together in lessons, share resources well and gain pleasure and pride from their finished work. Judgements are similar to the previous inspection report.

GEOGRAPHY

115. As at the time of the last inspection, by the end of Year 2, standards are average and pupils, including those with special educational needs, achieve well. By Year 2, pupils have a sound knowledge of the local area and can use maps and plans competently. For example, they draw plans, identifying a range of things they see on the way to the school. They can identify different types of houses, such as a castle and an igloo, and relate them to different people, distinguishing features of old and new. Pupils' awareness of the world is developing appropriately. In a Year 2 lesson, for example, pupils were able to distinguish features such as rainforests, deserts, the equator and Arctic regions. Through their studies of the Isle of Struay, pupils have a sound knowledge of identifying human and physical features, but are not yet able to explain and contrast them in different localities. Information and communication technology is used soundly. For example, pupils use a floor robot to identify and place human and physical features on their map of Struay. Pupils can identify accurately the countries of the United Kingdom.
116. Not enough teaching was observed to make an overall judgement. In the one lesson seen, it was good. Pupils enjoy geography and show this through their participation in discussions, for example, in the way that they discussed whether certain features were made by man or not. Because teachers manage pupils very well, their behaviour is very good. Pupils work well in pairs, small groups or as a class. Lessons are planned well and learning intentions are clearly identified. There is good attention paid to teaching basic skills. Maps are used regularly, both of the British Isles and the world, for example, for Teddy on his travels, which help pupils to place holiday destinations on a world map. This helps pupils to reinforce their knowledge of places and countries. The teaching covers a good range of activities which includes some tally charts and simple graphs. Opportunities for pupils to write are sometimes missed and worksheets that require only single words or pictures are used instead.
117. The management of geography is satisfactory. Some monitoring of teaching has taken place and informal support is given. A portfolio of work is being collected and resources are being updated as part of the work to raise standards further.

HISTORY

118. During the inspection week, it was only possible to observe one history lesson. Therefore, judgements are based on this, together with scrutiny of work and teachers' planning and discussion with teachers, the subject leader and pupils.
119. By Year 2, standards are average and have been maintained since the previous inspection. Pupils' achievement is satisfactory. They have a sound recall their work and are developing a satisfactory understanding of chronology and of historical facts. They know the important events in the life of Guy Fawkes, Florence Nightingale, George Stephenson and Neil Armstrong. They can describe the significant changes in the history of powered flight over two hundred years, the differences between life today and life in the Victorian period and the way that holidays have changed over the last 100 years.
120. As only one lesson was observed, it is not possible to make an overall judgement about teaching. However, in the one Year 1 lesson observed teaching was very good and resulted in very good learning and very good attitudes and behaviour by the pupils. The objective of the lesson was for pupils to be 'history detectives' and to compare old and new toys. The use of old and new artefacts such as dolls, spinning tops, puppets and cricket bats immediately captured the imagination of the pupils. From looking at and handling the toys they were able to make simple inferences about changes in the nature of toys from the past to the present and the differences in materials used. Their attitude to the subject and behaviour in the lesson was very good because of the way the relevant themes of the lesson engaged their full attention. Pupils with special educational needs and those who speak English as an additional language were fully included in the lesson and made equally very good progress in the lesson. The lesson contributed well to pupils' speaking and listening skills as they had to discuss the objects and draw out conclusions.
121. The management of the subject is satisfactory. The subject leader is new to the role. She is developing a good understanding of the strengths and areas to develop in the subject. The use of

assessment to inform planning and to track pupils' progress is unsatisfactory. The use of information technology and numeracy to support the subject are also underdeveloped. Few classrooms display timelines to support and develop pupils' sense of chronology. Good use, however, is made of the local museum service to supplement resources. The subject makes a good contribution to the spiritual, social and cultural development of the pupils. For example, in the lesson observed, pupils worked very well together to discuss the toys and artefacts and to make judgements about the age of the toys. They also developed a good understanding of the way toys have changed over the years in design and materials. The scrutiny of pupils' work contained little evidence of opportunities for extending pupils' writing and scrutiny of teachers' planning shows that work for pupils with special educational needs is not always specifically planned for.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. During the inspection week, it was only possible to observe one full lesson of direct teaching of information and communication technology. Therefore, judgements are based on this, together with observations of group activities, teachers' planning, scrutiny of pupils' work and discussion with teachers and pupils.
123. By the end of Year 2, standards are average. Pupils' achievement is good overall in relation to their prior attainment. The achievement of pupils with special educational needs and those who speak English as an additional language are also good. This represents an improvement since the previous report when standards and achievement were judged to be unsatisfactory.
124. By Year 2, pupils confidently use the mouse, or mouse pad on a lap top, to log on and log off, open programs, select from an on-screen menu, delete and insert letters and words, 'drag and drop' icons and print their work. The higher attainers know how to use of the spell-check. The majority of pupils show satisfactory skills in word-processing and are generally confident with the layout of the keyboard. For example, Year 2 pupils were observed inserting words into a simple word list to complement their work in literacy. Pupils' saved work on disk shows evidence of word-processing simple sentences and inserting capital letters and full stops into pre-prepared sentences. However, there is little evidence on display, in pupils' books or on pupils' disks of extended word-processed accounts and stories and regular links to other areas of the curriculum. Higher attaining pupils can change the size, colour and style of font used. Pupils confidently use an art program to draw pictures using different colours and sizes of brush and to import pictures. For example, Year 2 pupils designed and printed Christmas cards.
125. As well as using word-processing and art programs, pupils are beginning to use a data program to graph, for example, the results of the most popular pets in the class. They also use an on-screen robot which they program to move around the screen, which is supporting number, shape and space work in mathematics. They use the same skills to program a floor robot to trace a route around a large map of an island. Pupils know that information can be obtained from computers, the Internet, digital cameras, television, radio, video and audiotapes. Pupils sit sensibly in small groups and listen to audio stories on headphones and reading along with enjoyment.
126. The quality of teaching is satisfactory overall. In the one lesson observed, the teacher's subject knowledge was good and she used questions well to develop pupils' understanding of a graph program. The teacher's good use of questions engaged pupils and resulted in good behaviour and interest throughout the lesson. However, the majority of the lesson involved the teacher demonstrating using one computer. The small size of the monitor and the number of pupils in the class meant that not all could see the screen with ease and when a pupil was selected to demonstrate he or she blocked the view of others. The school is addressing this issue with the recent purchase of a projector attachment for the computers. Good teaching was observed in part of a lesson using a screen robot. Although all pupils were unable to have access to a computer, the teacher planned a worksheet activity for the majority of pupils, which consolidated their understanding of how to move the robot around the screen. Two lower attaining pupils were given good support in the use of a floor robot, which they programmed to move around a large map of a mythical island. With the good support of a trainee teacher, six pupils used the two classroom computers to program an on screen robot to draw two-dimensional shapes. All pupils were actively

engaged in relevant and related tasks, which lead to good progress in the lesson and good behaviour.

127. In many classrooms, computers are not used on a regular basis and this hinders the progress that pupils make over time because it limits their opportunities to use and reinforce their skills in other subjects. Teachers do not plan sufficiently for this. In the lesson observed and in the group activities, pupils were not aware of the objectives of the lesson so their knowledge of what they were learning and why was unclear. Teachers use questions well to assess pupils' understanding and to develop their knowledge and skills. Learning support assistants are given good guidance by teachers and so are able to support pupils' learning well. For example, in a Year 2 lesson observed the teaching assistant supported the teacher well by working with a group of six pupils with lap top computers to word-process key words into a chart. Boys and girls display the same good attitudes and growing confidence and interest in the subject. They are eager to learn new skills and to share their knowledge with their peers.
128. There is no whole school format for assessing pupils' attainment and tracking progress. Therefore, higher attaining pupils and those bringing skills from home are not given work that fully matches their abilities and needs. At present, the leased computers are only used in Year 2. Here, they are having a positive impact on raising standards. A very good rolling programme of weekend homework means that pupils can take a laptop computer home to further develop their skills and knowledge. The limited number of computers in Year 1, and the fact that laptops are not being used in that year group means that the rate of learning is not as good as in Year 2.
129. Since the previous inspection there has been good improvement in the subject as a result of careful spending of national grants to improve hardware and the decision to lease twelve laptop computers for three years. The ratio of computers to pupils in the school is above the national average. Although teachers have taken part in a national initiative to develop their skills, knowledge and understanding, the training provided did not fully meet the needs of all teachers and, unfortunately, was only partially successful. While teachers feel confident enough to word-process their own planning, the subject leader recognises that further training is required to increase teachers' skills and confidence in making effective use of information and communication technology across the curriculum.
130. The subject leader manages and leads the subject well. She has a good understanding of the strengths of the subject and the areas to develop, which include the planned use of information and communication technology to support other areas of the curriculum. She has ensured that equipment has been upgraded since the previous inspection. The use of the laptops in lessons and for homework is beginning to raise standards. The co-ordinator also runs a weekly computer club, which is also having a positive impact on standards. A part time technician is used well to support pupils and teachers and a parent is developing a website to enable parents and pupils to have access to a range of information about the school. The subject supports the spiritual, social and cultural development of pupils well. For example, pupils work well together and develop spiritually when they succeed in a new skill and experience a sense of achievement and satisfaction for their work.

MUSIC

131. Evidence was gained, from assemblies, recordings of previous work, teachers' planning and discussions with the subject leader and teachers, as well as from lessons observed during the inspection. Standards are above average at the end of Year 2 and have been maintained since the last inspection when a similar judgement was made. Pupils, including those with special educational needs and English as an additional language, achieve well.
132. Pupils do well for a number of reasons. Good planning ensures that pupils benefit in lessons from a good balance between the different aspects of the subject. The quality of teaching is good overall and is supported very well by the knowledgeable subject leader, for example, through training and demonstration lessons where appropriate. A particular strength is the wide range of opportunities for pupils to extend their musical skills and interests outside lessons. There are well attended clubs for choir and recorders. All pupils have regular opportunities to take part in school performances and concerts and, at Christmas, older pupils sing carols at a community day centre. An after school singing course led by the county voice specialist is open to all Year 2 pupils in the summer term. Musicians from a variety of cultures visit the school to work with pupils. Last year, Year 2 pupils visited the Barbican to listen to the London Symphony Orchestra. Such opportunities also make a very good contribution to pupils' spiritual, moral, social and cultural development.
133. Singing during assemblies and in lessons was good. Pupils sang from memory with a good tone and sense of pitch and particularly clear diction, showing both confidence and enjoyment in performance. An example of the good teaching that promotes these skills was seen in a lesson for Year 2 pupils. The teacher used both demonstration with chime bars and a taped recording effectively to improve pupils' recognition of changes in pitch and repeated patterns as they practised a new song. As a result, they sang the song with a greater sense of shape.
134. From the time children start school, emphasis is laid on listening carefully to a wide variety of music and they develop good listening skills. Several good examples were seen of pupils of all ages listening carefully to music, such as 'The Carnival of the Animals' by Saint-Saens, then making thoughtful comments or identifying instruments that were being used. In a well-taught lesson, Year 1 pupils maintained silence very well and listened intently as they tried to name sounds coming from beyond the classroom and responded with enthusiasm and accuracy to identifying mystery sounds on a recording. Pupils also have good opportunities to explore sounds of a very good range of percussion instruments from a variety of cultures. They use these imaginatively for example, in composing simple rhythmic patterns to represent a summer seaside picture and record their ideas on a graphic score. As yet, with the exception of a good collection of recorded music, teachers make little use of information and communication technology to support pupils' learning.

PHYSICAL EDUCATION

135. By the end of Year 2, standards are average. Pupils' achievement over time is satisfactory and inspection judgements have stayed the same since the last inspection.
136. Teaching and learning are satisfactory. Lessons are appropriately planned and always include a lively warm up session. Clear learning objectives are identified in the planning, but these are not always made clear by the teacher to the pupils. In the best lessons, these are shared at the start of the lesson and the lesson is reviewed at the end in the light of these objectives. Games skills are taught well, based on teachers' appropriate knowledge of the subject. For example, the skills of striking were taught discretely at the start of a games lesson. In dance lessons, there is a good focus on developing the quality of movement in terms of speeds and levels, as well as forces such as light or heavy. Good examples of this were seen in Year 2 lessons, where pupils were working on a theme of 'Reach for the Stars'. Here, pupils used slow and light movements as they walked in space. Teachers use pupils to demonstrate work, appropriately to show good ideas and good quality of movement. A weakness here is that the teacher often evaluates this performance and does not involve the pupils sufficiently.

137. Pupil management and relationships are good in all lessons. This means that lessons run smoothly and safely without interruption and pupils' learning is satisfactory. Pupils with special educational needs, those with English as a second language and pupils from the Travellers' community, also make appropriate progress. They are very well integrated into lessons and fully supported. The very small minority who have behaviour problems are treated with quiet and firm insistence that they behave safely and appropriately. All pupils are included very well and have full and equal access to all lessons. Boys' and girls' attitudes to physical education are good and their behaviour is very good. They enjoy physical activity and are able to collaborate well in paired situations. In paired games situations and dance group activities, good progress is made because of this good level of collaboration.
138. Subject leadership is satisfactory. Some good work has been done in reviewing the school's scheme of work, making appropriate use of national guidance. The subject leader has monitored some lessons, with, for example, a focus on health and safety issues such as pupils carrying large apparatus safely. As a result, this is a secure element of the teaching. Links with information and communication technology are satisfactory. The teachers often use the digital camera in their work, but there are no links to the computer to demonstrate or evaluate work. Assessment is satisfactory and information is used to support annual reporting.

RELIGIOUS EDUCATION

139. As no lessons were taught in Year 2 during the inspection period, judgements are based on lessons seen in Year 1, scrutiny of pupils' work, displays and photographs, teachers' planning and discussions with the subject leader, staff and pupils. Evidence from these indicates that standards are broadly in line with the expectations of the locally agreed syllabus at the end of Year 2. Boys and girls, including those with special educational needs and English as an additional language, achieve satisfactorily overall in relation to their prior attainment. Standards are similar to those described in the previous report.
140. By the end of Year 2, pupils know how Christians celebrate Easter and Christmas. They are familiar with some of the stories from the Bible, such as the story of Noah and the parable of 'The Prodigal Son' and 'The Lost Coin'. They know that Harvest is a time of thanksgiving and write simple prayers of thanks. They begin to learn about important festivals in other religions, such as Divali and Hanukkah, and how they are celebrated, both in lessons and from Jewish and Hindu visitors. They compare features of these religions, such as their places of worship through visits to the local synagogue and parish church.
141. The quality of teaching is satisfactory overall, with some that is good. Key features in the lessons seen were the positive and consistent ways that teachers managed their pupils and the very good relationships between pupils and teachers and between the pupils themselves. As a result, boys and girls of all levels of attainment were confident in sharing their ideas, secure in the knowledge that both teachers and their peers would value and respect what they had to say. This, together with the very good role – modelling of teachers and teaching assistants, not only added to pupils' interest and positive attitudes in lessons, but also contributed to the evident respect they show for the values, views and beliefs of others. In this way, the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Teachers support pupils' learning well through the effective use of visits, visitors and a good range of artefacts relating to the different religions studied, although as yet they make little use of information and communication technology for this purpose.
142. There is little evidence of above average attainment. Scrutiny of past work shows that one reason for this is that teachers usually give the same task to the whole class. This is partly because assessment is underdeveloped and consequently teachers do not always take sufficient account of pupils' previous learning. Much of the recorded work consists of only pictures, sometimes with simple captions, or worksheets needing only single words to be filled in. This means that there is little opportunity for many pupils to reinforce or extend their knowledge and understanding. It also means that opportunities are missed for pupils to practise their writing skills in a focused way.

143. Some good examples were seen in lessons of teachers using opportunities for pupils to extend their speaking and listening skills. Teachers ensure that pupils understand the religious vocabulary that they introduce. In a well taught Year 1 lesson, for example, the teacher helped pupils effectively to articulate their thoughts about how and why Christians pray. One pupil suggested that they often close their eyes, 'because it helps you to think'. The teacher kept up a brisk pace, used skilful questioning and pitched the discussion at just the right level so that the pupils were interested and listened well throughout. By contrast, in a less effective though satisfactory lesson the introduction was too long and some pupils lost concentration, which meant that they were uncertain about the subsequent activity.
144. The headteacher, as subject leader, has carefully reviewed the curriculum and teachers' planning to ensure that it covers the requirements of the locally agreed syllabus and provides a good balance between the aspects of learning about religions and learning from religion. She has recognised in her action plan the need to develop assessment procedures to help to raise standards further. Assemblies often include themes that support pupils' learning in religious education lessons well because teachers make good links with them. Those led by the local Rabbi and ministers of the parish church are good examples of such links.