

INSPECTION REPORT

ENGLEFIELD GREEN INFANT SCHOOL

Egham, Surrey

LEA area: Surrey

Unique reference number: 125101

Headteacher: Mrs V A Galpin

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 9 – 12 December 2002

Inspection number: 248656

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 and Nursery

School category: Community

Age range of pupils: 3 to 7 years

Gender of pupils: Mixed

School address: Barley Mow Road
Englefield Green
Egham
Surrey

Postcode: TW20 ONP

Telephone number: 01784 435586

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Appropriate authority: The governing body

Name of chair of governors: Mr Chris Hill

Date of previous inspection: 8 May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21334	Miss Savi Ramnath	Registered inspector	Educational inclusion English as an additional language Foundation stage Geography Religious education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9003	Mr Bryan Findley	Lay inspector		How high are standards? b) Pupils attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30457	Mr David Evans	Team inspector	English History Information and communication technology Physical education	How well is the school led and managed?
32142	Beryl Richmond	Team inspector	Special educational needs Art and design Design and technology Mathematics Music	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Englefield Green Infant School is an average size school situated in Egham in Surrey, for pupils aged between four and seven. There are currently 194 pupils organised in 7 classes with more boys than girls in each year group. This includes 39 children who attend the Reception class in the morning and 20 who attend full-time and also includes 47 children who attend the Nursery either for the morning or afternoon session. Most pupils live close to the school and a high proportion of pupils join or leave the school part way through each school year. The pupils come from a variety of backgrounds but, overall their social circumstances are more favourable than the national picture and this is reflected in the proportion of pupils eligible to claim free school meals; at approximately nine per cent this is low by national standards. Currently, 12 per cent of the school's population come from homes where English is not their first language. However, only a minority are beginning to learn to speak English. Sixteen per cent of pupils have special educational needs, two of whom have statements of special educational needs. This is below the national average. Special educational needs cover pupils with specific learning difficulties, such as speech and communication, moderate learning difficulties and physical disability. The attainment of children on entry to the school reflects a national spread of attainment and on entry to the Reception class most children are assessed as being at the level expected for the age group. Since the last inspection the accommodation has improved significantly.

HOW GOOD THE SCHOOL IS

Englefield Green Infant School is an improving school with many strengths. It provides a satisfactory standard of education for its pupils within a secure environment where they enjoy learning. The quality of teaching and learning is sometimes good but is satisfactory overall. Most pupils in Year 2, other than those with special educational needs, are achieving nationally expected standards in English, mathematics and science and in some of the foundation subjects¹ although higher attaining pupils are not always sufficiently challenged. The leadership and management of the school give clear and sound educational direction. The headteacher is ably supported by staff, governors and the local education authority who all share a commitment to further improvement. The school provides satisfactory value for money.

What the school does well

- The children in the Nursery and Reception classes receive a good start to school in all areas of learning.
- The school provides pupils with good personal care and support, and an environment in which they feel valued.
- Provision for pupils' spiritual, moral, social and cultural development is good and this results in pupils' positive attitudes to school life, good behaviour and good relationships among pupils of diverse social backgrounds.
- The headteacher, a hard-working staff and supportive governing body share a commitment to improving educational standards.
- Relationships between teachers and pupils are good and contribute to the pupils' enjoyment and learning.
- The school values parental contributions highly and has established very good links with parents and the community.

What could be improved

- Pupils' standards of attainment at the end of Year 2 in information and communication technology (ICT), writing and history, which are below national expectations.
- The organisation of the curriculum to ensure that all aspects are well covered.
- The assessment procedures in subjects other than English and mathematics and the use of assessment information to plan work that is well matched to pupils' needs especially the higher attainers.
- The effectiveness of the monitoring of teaching and learning.

¹ Foundation Subjects - Subjects other than English, mathematics and science

- The attendance levels which are below national averages.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In May 2000, the school was identified as underachieving. In November 2001, a monitoring report by Her Majesty's Inspectors indicated that good progress had been made in addressing the key issues identified in the previous year. Since then, the school has continued to make satisfactory progress in tackling the issues which were identified for improvement in 2000 although some aspects have not been fully addressed. The allocation of responsibilities between staff has been reviewed and is now spread more evenly to allow the headteacher time for her management responsibilities. Through extensive monitoring the quality of teaching and learning has improved, but this has not always been sufficiently rigorous to ensure consistency across the school. Not all schemes of work are fully in place for subjects and statutory requirements for ICT and history are not fully met. Procedures for assessing pupils' work have improved in English and to a lesser extent in mathematics. However, the school has recognised that overall, it is underdeveloped. Good progress has been made in developing teachers' strategies to deal with inappropriate behaviour. Although the provision for the higher attaining pupils is better than before, work is not always sufficiently challenging. Apart from addressing the key issues from the last inspection the school has also improved the quality of the accommodation. Overall, improvement has been satisfactory, although much remains to be done. The school is well placed to continue its move forward.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores² in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	D	B	D	D	well above average A above average B average C below average D well below average E
Writing	D	A	E	E	
Mathematics	E	C	D	E	

Although test results at the end of Year 2 indicate that boys do not perform as well as girls, inspection evidence shows little difference in their performance. In 2002, the school's challenging targets were not met. Realistic targets have been set for 2003 and the school is working hard to achieve them. The low standards in 2002 can be attributed in part to limited time in the Reception class and a high percentage of lower attaining pupils, the majority of whom were boys.

Over the last three years, results in reading, writing and mathematics tests have fluctuated and when taken together have been consistently below the national average other than in 2001 when pupil's performance was above the national average. This was mainly due to the impact of the numerous initiatives, which were put into place to address the weaknesses after the last full inspection and a cohort with a greater proportion of higher attaining pupils. However, for the past year systems and procedures have not been sufficiently rigorous resulting in satisfactory rather than good progress.

Children in the Foundation Stage make good progress because of the good teaching, so that most are on line to exceed the standards expected in nearly all areas of learning by the time they enter Year 1.

² Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

However, the attainment of the present Year 2 pupils when they started Year 1 was not as good. Evidence from the inspection shows that the current Year 2 pupils are at the level expected nationally in English, mathematics and science. However, few pupils are working at the higher levels in these subjects. In religious education, standards have improved and are now in line with recommendations of the local agreed syllabus. Standards in ICT and history are below national expectations because not all aspects are taught. In all other subjects, pupils achieve the expected standards except in music and design and technology where there was insufficient evidence to make secure judgements. Overall, pupils achieve satisfactorily. Pupils of average attainment make at least satisfactory progress, but lower attaining and higher attaining pupils do not always do as well as they could. This is because work is not always well matched to their needs. Pupils with special educational needs and the few pupils at the early stages of learning English achieve satisfactorily. The school has in place an action plan to meet the needs of pupils identified as gifted and talented.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to learning. Most are eager to learn and concentrate well. They willingly answer questions and join in discussions.
Behaviour, in and out of classrooms	Good. Pupils' behaviour, including that of the youngest children, is good in lessons, assemblies, around the school and in the playground. Pupils respect each other and their teachers.
Personal development and relationships	Good. Pupils eagerly take on responsibility and work well together in pairs and small groups. Relationships between pupils themselves and between adults and children are good.
Attendance	Unsatisfactory. This is as a result of a few pupils who are taken out of school for holidays in term time. Although, the school has done much to impress upon parents the importance of regular attendance, a few parents have yet to take on board the negative effect such interruptions can have on the continuity of their child's education.

TEACHING AND LEARNING

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

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

The overall quality of teaching is satisfactory but with examples of good teaching. Since the last inspection the quality of teaching has improved significantly. However, evidence from pupils' books, teachers' planning and discussion with pupils shows that there are still some weaknesses in teaching and this has a negative impact on pupils' learning over time and the standards they achieve.

The teaching of children in the Foundation Stage³ is good and prepares them well for work in Year 1. However, the monitoring of individual children's experiences is not sufficiently rigorous in ensuring that all children gain fully from the range of activities on offer. The quality of teaching in English and mathematics in Years 1 and 2 is satisfactory with some good teaching. This is partly due to the implementation of the National Literacy Strategy. The teaching of ICT is unsatisfactory because not all

³ **Foundation Stage:** education before pupils enter Year 1, i.e. in the Nursery and Reception classes

aspects are taught and pupils do not make sufficient use of computers in other subjects of the curriculum. In all other subjects where it is possible to make judgements, teaching is satisfactory except in history where teaching is unsatisfactory because the necessary skills are not covered. A consistent strength of the teaching across the school is the good relationships which teachers have with pupils and the way adults manage them. Where teaching is good the strengths include: good questioning to motivate and challenge pupils and the demonstration of good subject knowledge which enables teachers to extend pupils' understanding. In these lessons work is often challenging and this ensures that higher attaining pupils make the progress that they should whilst the support given to lower attaining pupils is effective and enables them to make good progress. On the occasions where teaching is satisfactory, it is not always clear what the pupils will learn, work provided is not well matched to pupils' needs and the pace of the lesson is slow. As a result, learning is limited.

The teaching of pupils identified with special educational needs and those at the early stages of English language acquisition is good. Pupils' needs are being met well in lessons through the good use of support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is unsatisfactory in Years 1 and 2. Provision for ICT does not currently meet legal requirements and not all aspects of history are taught. Children in the Foundation Stage receive a good curriculum based on the areas of learning recommended for their age. Good use is made of the local area and extra-curricular activities to enhance the curriculum.
Provision for pupils with special educational needs	Good. Good use is made of outside agencies to support pupils with special educational needs. Although there is a generous ratio of support staff they are not always well deployed to meet the needs of pupils.
Provision for pupils with English as an additional language (EAL)	Satisfactory overall. Where teaching is good the needs of these pupils are met well. Teachers have an increasing understanding of the learning needs of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual, moral social and cultural development is good and has a positive impact on pupils' personal development.
How well the school cares for its pupils	Procedures for first aid and health and safety ensure good provision for the welfare of pupils. The headteacher and staff know each pupil as an individual and support and encourage them well. This does much to promote positive attitudes and is helping to raise standards. Assessment procedures are good in English but underdeveloped in other subjects.

The school works very well in partnership with parents and this is a strength. Parents are kept well informed about what is taught and the progress their children make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a strong pastoral lead to the school. She has a commitment to raising standards and has established a very positive climate for learning in the school. Staff have delegated responsibilities as subject co-ordinators and are fulfilling their roles satisfactorily with the

	exception of English where it is good. Co-ordinators, some of whom are inexperienced, do not as yet monitor teaching and learning, but all have a satisfactory overview of the planning and the work undertaken in their subjects.
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How well the governors fulfil their responsibilities	Overall satisfactory. The governors are able, active and very supportive of the headteacher. They provide effective support and are involved in decision-making and evaluating aspects of the school's work. They have an increasing understanding of the school's strengths and weaknesses but have not ensured that the school offers a balanced curriculum.
The school's evaluation of its performance	The headteacher tracks pupils' performance throughout the school. Good use is made of statistical data to target support where it is most needed. Monitoring of the work in the classroom is not sufficiently rigorous to determine precisely where and how improvement is most needed.
The strategic use of resources	Funding has been used well to provide good levels of non-teaching staff, and to help fulfil the school's priorities for development. The management of the budget is good. Specific grants are used effectively for their designated purposes. The principles of best value are applied satisfactorily in order to make best use of available funding.

The school is well staffed for the number of pupils on roll. The accommodation is very good and there are sufficient resources to support learning in all subject areas except for hardware in ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Parents are pleased with all aspects of the school, but they are especially content that: <ul style="list-style-type: none"> • their children like school and their behaviour is good; • the school helps their children to become mature and responsible; • the teachers are a dedicated team; • the school works closely with parents; • they feel comfortable approaching the school. 	Parents raised no serious concern. A small proportion of parents wanted improvement in: <ul style="list-style-type: none"> • the range of activities provided outside lessons.

Inspectors endorse the positive views of the parents but do not share their concerns about the range of extra-curricular activities provided by the school, as this is much better than that found in most infant schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The last full inspection in May 2000 identified the school as underachieving. Standards in the core subjects of English, mathematics, science and religious education were below national expectations at the end of Year 2. In all other subjects, standards were at the level expected nationally except in music and physical education where standards were above expectations. Since then several initiatives have been put into place to address the weaknesses identified and to improve overall standards. These include extensive monitoring and evaluation of teaching and learning by the headteacher and external agencies, implementation of the National Literacy and Numeracy Strategies, detailed analysis of National Curriculum test results and greater use of statistical data to target support in English and mathematics, additional support staff, an increased emphasis on experimental and investigative work in science and improved planning in the Foundation Stage. These have had a beneficial effect on standards, which was recognised by HMI in November 2001, who found that 'the school was making good progress towards raising pupils attainment and eliminating underachievement'. Improvement in standards was also recognised by the DfES and the school was given an award for their 2001 National Curriculum tests results for seven-year-olds. Since then the school has continued to tackle satisfactorily the weaknesses identified in the last full inspection in an effort to continue to improve standards.
2. Overall, attainment on entry is quite varied and in line with that of children of a similar age though in language and communication, some children do well. Overall, children achieve well in the *Foundation Stage*⁴, which covers the Nursery and Reception classes, so that by the time they are ready to start Year 1, nearly all are well in line to exceed the Early Learning Goals. Overall progress is good in both the Nursery and Reception classes and children are well prepared for the National Curriculum in Year 1. However, at times progress is limited. This is partly due to the lack of rigour in monitoring to ensure that all children experience fully the range of activities on offer. Opportunities to develop early writing skill are sometimes limited.
3. Work in progress shows that the majority of pupils in Year 2 are working at the level expected nationally in English and mathematics. However, too few pupils are working at the higher levels. Improvements since the last inspection have taken place because the school has satisfactorily implemented the National Literacy and Numeracy Strategies and has targeted additional adult support to help meet the needs of pupils. Writing remains an area of weakness partly because pupils have too few planned opportunities to write extensively. Standards in handwriting practice and for display work are sound. However, presentation of written work in other subjects across the school is inconsistent and often untidy. In science, standards are at the expected level because of an increased emphasis on experimental and investigative work. The school recognises that the science curriculum needs to be reviewed in order to match more closely National Curriculum requirements. Despite some improvements, overall standards in ICT are below expectations. Not all aspects of the subject are fully taught and too little use is made of ICT across the curriculum. In the majority of other subjects, standards are in line with the levels expected nationally. The exceptions are in design and technology and music where there was insufficient evidence to make a secure judgement about standards and in history where standards are below expectations. In religious education, standards have improved and are now in line with the recommendations of the local agreed syllabus. Compared with the school's last inspection in May 2000 standards have improved in the core subjects of English, mathematics and science. In all other subjects where it was possible to make judgements they have been maintained except in ICT history and physical education where they are lower than before. Overall, pupils' achievement

⁴ Foundation Stage is the provision for children aged from three to the end of the Reception Year. QCA (Qualification and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development.

is satisfactory. Achievement is good in the Foundation Stage and satisfactory in Years 1 and 2. This is linked directly to the quality of teaching. Learning is sometimes limited because work is not always well planned to meet the needs of pupils of different levels of attainment and higher attaining pupils are not always sufficiently challenged. Although there are some examples of good practice where teachers provide different levels of work to suit individual pupils' needs this is not consistent and as a result, pupils do not always make the progress of which they are capable.

4. In 2002, national test results for pupils in Year 2 showed that standards, as measured by average points score⁵, were below the national average in reading and mathematics and well below in writing. When compared with schools with a similar pupil intake, standards were below in reading and well below in writing and mathematics. The teacher assessments in science showed average standards when compared with all schools, as well as similar schools. The significant downturn in the 2002 results can be attributed in part to high mobility and a high percentage of lower attaining pupils the majority of whom were boys. When the end of Year 2 test results in reading, writing and mathematics for 2002 are compared with the previous three years, they show fluctuating standards which have remained at a low level other than in 2001 when standards were well above average in writing, above average in reading and average in mathematics.
5. Although test results for 2002 show that the performance of boys was not as good as that of girls, in the work seen during the inspection there was no evidence of significant variations in the attainment of boys or girls, ethnic minority groups or pupils from differing backgrounds. The school is socially inclusive and gives the fullest encouragement to pupils from different backgrounds.
6. Initiatives such as, providing early literacy support (ELS) for the lower attaining pupils in Year 1 are beginning to have a positive impact on standards. The school has set challenging targets for the pupils' performance in the English and mathematics tests in 2003 and is working hard to achieve them. Targets were not met in 2002.
7. The standards which pupils with special educational needs attain are below those expected for the pupils' ages but they are satisfactory in relation to the pupils' identified needs and targets. These targets are clear, specific, achievable and suitably challenging. In the main, pupils with special educational needs make satisfactory progress towards these targets, particularly in literacy and numeracy skills and in behaviour. Teachers track their progress satisfactorily in order to give them a chance to succeed. Relationships are good throughout the school. Pupils' work is always valued and this encourages them to try harder. Pupils receive additional input by dedicated support staff and make good progress when staff refer to pupils' individual targets in planning work for them and focus on the development of language skills.
8. Standards attained by the few pupils for whom English is an additional language and other minority groups are similar to the whole school picture. The school's supportive ethos is effective in promoting the progress of these pupils, who attain standards that are comparable with those of other pupils in the school once they have achieved a reasonable level of competence in English. However, the monitoring of the progress of these pupils as they move through the school is not sufficiently rigorous.
9. Gifted and talented pupils make satisfactory progress. Although the school has a policy to address the needs of this group of pupils in some lessons, identified pupils have too little opportunity to extend their skills, knowledge and understanding by, for example, pursuing ideas independently. Pupils of different levels of attainment, especially in Year 2 are not always doing as well as they should. This is because assessment information is not used consistently to plan work to meet the wide range of prior attainment and the same work is often given to all pupils in subjects other than English and mathematics. As a result, pupils do not always achieve as well as they might. Work is sometimes too difficult for some while for others it is not sufficiently challenging.

⁵ Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour, personal development and relationships across the school are good. This is similar to the findings of the last full inspection.
11. The pupils in the Nursery and Reception classes have settled into school well and nearly all have adapted well to the daily routines. They pay good attention and are exceeding the expected standards in their personal development. In Years 1 and 2, pupils respond well to their schooling. They have good attitudes to work, behave well and form good relationships with each other and with members of staff. Pupils show enthusiasm for school. They are pleased to see each other and soon organise themselves and settle into work at the start of each day. Pupils pay good attention to their lessons. They are eager to be involved in activities and contribute sensibly so that very little time is wasted because of misbehaviour.
12. Most pupils with special educational needs have a positive attitude to their work. They are keen to make progress, eager to please and enjoy succeeding. They are usually well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements. Pupils with English as an additional language are keen to learn and have good attitudes to their work. They listen well to their teacher and to each other, and their behaviour is good. They contribute to lessons at their own level and can work in a group or independently.
13. Behaviour is now good following a period since the last inspection when a number of pupils presented severe problems. Pupils have a clear understanding of the standards expected of them and now respond well to positive encouragement by members of staff. They rarely require little more than a gentle reminder when needing to be spoken to and sanctions of any severity are becoming rare. A relatively high number of exclusions in the last academic year was at a time when greater problems existed and their use helped improve the general climate of behaviour in the school.
14. Relationships with each other and with teachers are good. Pupils mix happily in play and co-operate well in class. Despite the high rate of pupil turnover, new pupils settle in and form friendships quickly. There are few tensions or incidents of aggressive behaviour, so that pupils feel safe and comfortable in school and free of any worries about bullying.
15. Pupils develop well during their time in the school. They use opportunities to express their views about the school sensibly, for example in class council sessions. In one such session, Year 2 pupils demonstrated a high level of consideration and respect for feelings of others. They spoke of how well they look after each other and wanted to make sure that everyone had a friend in school and that nobody was left out.
16. Attendance is unsatisfactory and average attendance of 92.7 per cent was well below the national average for 2001/2002. This represented a small increase over the previous year, which looks to be continuing in the current year, but a fall over two years from a time when attendance was slightly above the national average. Circumstances in individual families that no longer apply and off-site education made some contribution to the drop in figures. The major weakness is through holidays in term time, which have impacted also on well above average unauthorised absences. This is similar to the situation at the time of the last inspection and reflects incentives that some families receive through local employment that the school finds difficult to overcome.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, pupils are taught satisfactorily and this, coupled with the good quality of teaching in the Foundation Stage and pupils' good behaviour, is slowly helping to raise the level of their achievement and learning. In all the lessons observed, the teaching was satisfactory or better and in 32 per cent of lessons the teaching was good. This is a significant improvement since the last full inspection when 17 per cent of lessons were unsatisfactory. Examples of good quality

teaching were seen in all year groups. Improvements in teaching are partly due to the increased monitoring in English and mathematics, the implementation of schemes of work and to the shared commitment to raising standards. The training related to the National Literacy and Numeracy Strategies has improved teachers' knowledge and expertise in these subjects and this too, makes a contribution to the overall improvement in teaching. Whilst teaching is broadly satisfactory, some weaknesses remain, notably in planning for the different levels of attainment and this has a negative impact on pupils' learning over time and the standards they achieve.

18. Teaching that had a positive impact on pupils' learning was seen throughout the school and was particularly effective in the Reception class. In Years 1 and 2, the teaching of English, mathematics and science is at least satisfactory. However, pupils still have limited opportunities to develop and extend their writing skills across the curriculum, or to use their investigative skills in mathematics, and in science to cover work that is more closely linked to the National Curriculum. Although teachers are now more competent in the teaching of ICT the overall quality of teaching is unsatisfactory as not all aspects of the subject are taught and not enough use is made of computers to support learning in other subjects. Teaching in history is unsatisfactory because the required curriculum is not covered and work is not always sufficiently challenging. In religious education, teaching is better than before and is now satisfactory. Staff confidence has improved and the new scheme of work provides good support when planning. No judgement is made about the quality of teaching in design and technology, art and design and music, as there was insufficient evidence to make secure judgements. In all other subjects teaching is satisfactory.
19. The quality of teaching for the children in the Foundation Stage is good overall and prepares them well for work in Year 1. Teaching standards have been maintained since the previous inspection. Teaching is good in all areas of learning and in particular, children's personal and social development is given strong emphasis. Adults are sensitive to the needs of children and provide a stimulating and caring environment. Relationships and behaviour in class are good. Teachers and support staff plan and work together very effectively to ensure that children learn well. Planning, the teachers' knowledge and understanding of the needs of young children and of the recommended curriculum are good. Although staff know the children well, the monitoring of individual children's experiences is not always sufficiently rigorous to provide information that would ensure a balanced curriculum and meet the needs of all children, especially the higher attainers.
20. The teaching of pupils with special educational needs is satisfactory. Pupils have been accurately assessed using outside agency support if necessary and their individual education plans are targeted carefully to help them learn. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils, and regularly monitor the progress pupils are making towards achieving their targets. Records are well maintained and regularly updated to enable teachers carefully to track progress. Support assistants work effectively with these pupils when working with an individual or groups but their work in whole class sessions is less effective. Use of practical resources to support pupils with special educational needs in all parts of the lessons is limited.
21. The teaching of pupils who are at the early stages of English language acquisition is satisfactory. Teachers generally use a range of effective strategies, such as questioning, modelling language and reviewing what has been learnt to develop the English competence of targeted pupils so that they take part in the full curriculum. However, the monitoring of pupils' progress is undeveloped.
22. The teaching of English and mathematics has benefited from the satisfactory introduction of the National Literacy and Numeracy Strategies and from the use of extra adults during the literacy and numeracy sessions. Teaching in these subjects is satisfactory but with examples of good teaching. Where it is good, teachers explain concepts clearly and, as a result, learning is good. Most teachers provide a satisfactory balance between whole class and group activities and teachers encourage pupils to explain their methods of finding solutions to problems in mathematics. However, the mental mathematics sessions at the start of each lesson often lack the rigour to challenge pupils' mental abilities and to maintain their interest and the plenary

sessions at the end of the literacy lessons are not always well used to consolidate learning. Also expectations are not always sufficiently high and as a result, learning is limited.

23. Teachers generally have a satisfactory command of the subjects they teach, with the exception of aspects of ICT. Confidence amongst staff varies and teaching is not planned to develop pupils' skills effectively. Exacerbated by a lack of resources in some areas, the teaching of ICT does not enable pupils to make the progress they should as they move through the key stage. The result is unsatisfactory standards in this area. Where teaching is good, teachers' good knowledge is well used for planning to meet the needs of pupils of different levels of attainment, to clearly explain ideas, to lead effective discussions and to extend pupils' understanding. Good subject knowledge in history meant that the Year 2 teacher was able to stimulate pupils' interest about life in Victorian times. Pupils consequently showed good understanding about Victorian school days and made good progress during the lesson.
24. Lesson planning has improved since the last inspection and has benefited from action on the key issue to improve the quality of teaching. The adoption of the National Literacy and Numeracy Frameworks has considerably helped planning for English and mathematics. There are good liaison opportunities between class teachers for joint planning and this ensures pupils in parallel classes receive similar opportunities. This common approach has led to more consistent teaching across each year group. However, the planning for subjects other than English and mathematics is less detailed, the learning objectives and specific skills are not consistently identified and there is insufficient work suitable for every pupil's needs. The needs of pupils with English as an additional language and of pupils with special educational needs are not routinely included in the lesson planning.
25. Teachers manage pupils well and the good relationships between teachers and pupils have a positive impact on pupils' attitudes to work. This is an improvement since the last full inspection. For example, in a good Year 2 religious education lesson, the secure relationships between the teacher and pupils played a significant part in giving lower-attaining pupils the confidence to talk about the differences between religious and secular symbols.
26. Teachers' expectations vary. Where teaching is good teachers have high expectations of their pupils' work and behaviour and plan work, which is challenging and designed to stretch the thinking of all pupils in their class. Pupils respond well to this and are keen to do their best. A Year 1 mathematics lesson on describing the properties of irregular flat shapes was a good example of this. Pupils were developing their knowledge and understanding of pentagons and the teacher had planned the work extremely carefully to ensure that all pupils, including those with special educational needs and those with English as an additional language, had tasks that closely matched their prior attainment. All the pupils worked diligently and behaved in an exemplary manner throughout. Not all teachers have consistently high enough expectations of the quality of written work and this has resulted in low standards of recording and presentation. The teachers' use of questions to find out what their pupils know at the beginning, during and at the end of each lesson is good. Using their knowledge of pupils, most teachers match questions well to different attainment levels. The marking of pupils' work is inconsistent. Although work is regularly marked little written advice is provided to let pupils know how they could improve. Often, pupils have little understanding of what they need to do. Although homework is used satisfactorily to support learning in reading and spelling opportunities are missed to extend pupils' writing skills at home. Throughout the school teachers make good use of support assistants in classrooms, involving them fully in the main part of the lesson, so that pupils have constant help from adults. This enables pupils to seek advice and develop confidence in their own abilities. However, support assistants are not always used effectively during the first part of the literacy and numeracy lessons.

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

27. The appropriate statutory curriculum is not completely in place. The school has not yet addressed all the weaknesses identified in the earlier inspection reports although some progress has been made. Consequently, it does not yet meet all the requirements of the National Curriculum as not all aspects of all subjects are well covered and in some subjects there are not

the necessary schemes of work to ensure that learning develops systematically from year to year. In particular, there are weaknesses in ICT and history, art and design and design and technology. The National Literacy and Numeracy Strategies have been satisfactorily implemented. However, systems are not in place to ensure the promotion of basic literacy, numeracy and ICT skills through all the other subjects of the curriculum. There are the required policy documents in place but many of them need updating. The amount of teaching time has recently been increased to ensure that it meets the minimum required. The use of homework is satisfactory. It is used well in English and mathematics to raise standards of attainment. Overall, the school has made satisfactory improvement since the last inspection.

28. The curriculum for both Nursery and Reception classes is appropriately linked to the nationally agreed areas of learning for children in the Foundation Stage. In both the Nursery and Reception classes the curriculum provides a good balance of focused teaching activities and opportunities for children to organise themselves within the carefully planned opportunities for structured play.
29. The school makes good provision for pupils' personal, social and health education. It includes opportunities for sex education. A scheme of work supports teachers' planning. Teachers give pupils good opportunities to take responsibility for aspects of school life. They participate fully in the school council.
30. The school aims to be fully inclusive and the evidence gained during the inspection showed this to be the case in most aspects of the school. However, equality of access to the curriculum for all pupils is currently unsatisfactory partly because of the inadequate provision for ICT and aspects of history. Also the needs of the higher attaining pupils are not met at all times.
31. The community provides a good contribution to pupils' learning that benefits pupils' social development. This is in line with the findings at the time of the last inspection. Visitors and visits enrich the curriculum. For example, the fire and police services, the postman, a local councillor, religious representatives, scientists, musicians and theatre companies have been into school to work with the pupils. Pupils have the opportunity for only one visit each year in addition to geography field trips and this needs to be improved. There are good links with the other schools in the village and with the Fordway Centre. Pupils perform at local residential homes and contribute to harvest gifts, red nose day and other good causes. This contributes well to their social and moral development. A very good improvement to the curriculum was the instigation of the Village School Proms by the school in 2000. It is now a regular and valued event in the school and community calendar. The school is planning to work with Strodes College in the spring term to set up opportunities for parents to learn information and communication technology skills.
32. Staff provide pupils in Year 2 with very good opportunities to learn a wide range of skills and knowledge through participating in after school clubs. Pupils have the opportunity to learn to garden, to do country and may-pole dancing, gymnastics, recorders, computer skills and art. Football skills are offered to the whole school through outside agency support.
33. The provision for pupils with special educational needs is good meeting the various needs of individual pupils and ensuring that they are fully included in lessons. It ensures that the provision outlined in pupils' Statements of Special Educational Need is in place and is reviewed annually in line with the Code of Practice guidance and provides good systems to ensure that all pupils are included fully in lessons and in all aspects of school life. A register of gifted and talented pupils has been established.
34. Provision for pupils' spiritual, moral, social and cultural development is now good in all areas and makes a positive contribution to pupil's overall development. The school is a very caring and happy community and personal development is firmly established in the ethos of the school through the school aims.
35. Provision for pupils' spiritual development is now good because pupils are given better opportunities to consider and reflect upon their own place within the school and wider community, such as when they discuss school issues and their personal contribution to activities during class

council sessions. The curriculum and after-school activities continue to provide a rich source of material for pupils to appreciate the world around them, such as art and craft of different countries and the also the school gardening club. Daily assemblies, worship and religious education lessons make a good contribution to pupils' spiritual development and help pupils to think about important aspects at their stage of life. There are still occasions though when good opportunities for personal reflection are missed, for example, after hearing a story about good deeds, pupils were not given the chance to think about good deeds they had done or might do.

36. Provision for pupils' moral and social development is good and issues of right and wrong are made clear. The school places a focus on a simple set of 'Golden Rules' that are easily understood by pupils and well established as a ready reference for conduct. Pupils learn about consequences for actions from a system of awards and sanctions. For example, house points are given for doing well and pupils lose amounts of playtime when they waste time in the classroom. Teachers and other staff set a good example to pupils by treating them with courtesy and thoughtfulness, which creates an atmosphere of fairness in which issues of right and wrong are readily understood. The school has recently increased the opportunities for all pupils to exercise initiative and responsibility in school affairs through their involvement in class and school councils. Pupils have taken very well to this initiative and Year 2 pupils were seen in sensible discussion when reviewing their achievements during the term and what they would like to improve next. Year 1 pupils were given the task of organising games for their Christmas party and learned about making decisions within a group through democratic conventions. In these ways pupils are effectively learning what it means to be a good citizen.
37. There is good provision for pupils' cultural development. Pupils are given a wide range of rich learning opportunities about their own and other cultures. Aspects of different cultures are planned within the curriculum and pupils become familiar with many styles of art, craft and music from communities around the world. For example, pupils have learnt about African beadwork and mask making, Indian art, textiles, music and mosaic, and weaving in South America. One parent has spoken to pupils about life in Zimbabwe and an African storyteller has visited the school. Children in the nursery learn early on about how shape and colour have been used by artists and they use these ideas effectively within their own work. Pupils also learn about different faiths in religious education and parents come into school to talk about their own faiths, such as Islam and Judaism as well as Christianity. The multi-cultural nature of society is well depicted in displays and books throughout the school, so that pupils from different backgrounds can recognise their own faith and culture in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school continues to take good care of its pupils and provides a safe place for them to learn. Arrangements for health and safety remain good with a programme of inspections in which members of the governing body are involved. Levels of expertise in first aid are high and effective care is taken of medical needs. Child protection procedures are satisfactory. Members of staff have an adequate awareness of Area Child Protection Committee procedures but the school policy document is outdated and guidance to staff is ambiguous. Training planned for the spring term will prepare all staff in newly received guidelines.
39. The school promotes good behaviour well and successfully prevents problems of bullying or other forms of oppressive behaviour. This represents a dramatic improvement in the climate in the school over a relatively short time and is the result of a lot of hard work, to promote positive values and reduce the need for controlling strategies. Efforts have been largely successful but there are still a few times when some teachers focus too much on negative aspects of behaviour or fail to insist on proper standards in the classroom. The personal support and guidance that pupils receive is good and their development is monitored well, so that teachers acquire a good knowledge of their pupils and are able to provide appropriate support whenever a pupil's work or development is affected.
40. Procedures for monitoring and promoting good attendance are satisfactory despite recent low

figures. Manual records are monitored carefully and cases of concern are followed up well but the school does not benefit from the detailed analytical reports that computerised records would provide. Efforts to reduce the amount of time lost through holidays in term time are having little impact on overall figures.

41. Procedures for observing, measuring and recording what pupils know, understand and can do, and using the information collected were not effective at the time of the last inspection. There are now good procedures in place in English and satisfactory procedures in mathematics but for the other subjects procedures are unsatisfactory. The school has started work on putting into place a target setting system but more work needs to be done on this. In particular, the pupils' individual targets need to be worded in a more meaningful way for them and they need to be part of their everyday experience. The use of assessment information to guide curricular planning is unsatisfactory. This means that work is not always planned appropriately for pupils as their prior learning has not been assessed or taken into account when planning lessons. In particular, work for higher attaining pupils is often not challenging enough. Statistical information is provided to the school on National Curriculum test results and consequently the school is aware of those areas that it needs to focus on in order to improve attainment. A rigorous and systematic approach to setting curricular targets and monitoring them is not in place.
42. The school cares appropriately for pupils with special educational needs. Their work is regularly monitored to ensure that they are making the progress towards the targets set for them. Regular reviews of pupils' progress help to ensure that most work is suited to their needs. Outside agencies are involved, as required, to help meet their specific targets. The special educational needs co-ordinator works with and observes pupils in their own classrooms in order to review classroom strategies.
43. The assessment of children's English language identifies broadly what percentage of pupils has little understanding of English, but individual records based on a thorough identification of their English language needs are not maintained and recognised by the school as an area of improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school promotes a very effective partnership with parents, which has a positive impact on learning. Parents indicated overwhelming support for the work of the school in the pre-inspection meeting. All parents responding to the inspection questionnaire say their children like school and make good progress from good teaching. They feel the school is well led and managed and would be comfortable approaching the school with questions or a problem. Almost all parents think the school helps pupils to mature well and that pupils are expected to work hard. They feel well informed and closely involved with the school. The vast majority of parents consider that behaviour is good and that homework is used well. A few parents would like improvement in activities outside lessons. The inspection findings do not endorse the views of the parents entirely. They agree that pupils like school, behave well and are helped to mature sensibly. Parents are well informed and involved with the school. Leadership and management of the school, the quality of teaching, the progress pupils make and the use of homework are judged to be satisfactory. The concern of a few parents about activities outside lessons is unjustified. The school provides a greater quality and range of activities than is normally found in a school like this.
45. The quality of information provided to parents is good and the information about pupils' progress is very good. The school takes great pains to keep parents up to date with school affairs, either through newsletters or notice boards and parents feel very well informed. Formal publications such as the prospectus and governing body's annual report are well presented but have minor omissions of information. Annual reports on pupils' progress are very detailed and give a clear indication of progress in all subjects of the curriculum. Information includes specific targets to address areas in which a pupil needs to improve. There are effective arrangements for parents to discuss their child's progress, either through meetings or the daily contact parents have with teachers.
46. Parental involvement contributes significantly to pupils' learning because of the support and encouragement parents receive from the school and an effective home school agreement. A reliable core of regular helpers in the classroom gives teachers greater scope to plan for activities. Parents organise themselves very well in support of the school through a parent teacher group.

Class representatives organise help among other parents whenever it is needed. There is also specialist support from parents in information technology and from parents who talk to pupils about customs within their own faiths, such as Judaism and Islam. Parents support learning at home very well and are encouraged very effectively in this by the school. Curriculum information is provided each half term and guidance sheets given out at consultations evenings, where a pupil would benefit from specific areas of support at home. Curriculum meetings are provided for particular purposes, such as an early learning support group on literacy.

47. The school informs parents at an early stage in the process. Parents are given copies of pupils' individual education plans and are offered the opportunity for individual appointments to discuss their child's progress. Parents are invited to all reviews and can make an appointment at any time. In addition, opportunities are given at open evenings to discuss pupils' progress. Links between home and school are regular and constructive and this helps to ensure that pupils receive good support and make satisfactory progress. Good explanatory information booklets are provided for parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are satisfactory overall. The headteacher provides a strong pastoral role. She knows the staff well and provides them with the support they need to enable them to carry out their duties appropriately. The headteacher knows all the pupils well and they respect her. She ensures a tangible sense of order and care throughout the school and is satisfactorily supported by the deputy headteacher. Both maintain a high profile in the school and many problems are calmly dissipated because of their presence and early intervention. The headteacher has an extremely strong commitment to the school and its pupils and gives a clear vision for the future educational direction of the school. Her team approach to leadership, where all contributions are valued, has helped to forge a cohesive team with a common purpose. However, the overall planning to raise standards is not as focused or as rigorous as it needs to be, particularly in monitoring and evaluating the quality of teaching and learning. Also the role of the senior management team, which was formed about eighteen months ago, remains underdeveloped. The school is aware of these issues and plans to create a more robust system of monitoring and evaluation.
49. Other teachers' roles in providing leadership in subjects allocated to them vary according to subject. During the last two years the school has rightly concentrated on raising standards in English and mathematics and this has affected standards in a number of the foundation subjects. Many of the subject co-ordinators are new to their responsibilities and a number of governors are new to their roles. It has not been possible during the last two years to give co-ordinators a generous amount of time out of the class every week to manage their subjects. In some instances the quality of leadership has been well used, and this is particularly the case in English. In all other areas, leadership is satisfactory overall and in need of further review.
50. There have been sound improvements in the processes of development planning, and the school development plan provides a sound basis for raising attainment and progress. Procedures for producing the school improvement plan now involve all staff and the governing body committees. The draft plan is fully discussed and agreed by the whole governing body. The plan rightly focuses on the major areas for improvement identified by the school. The issues for development are clearly prioritised, and the plan identifies key people involved, timescales and approximate costs. The success criteria, however, are not always detailed enough.
51. Overall, the governors play a satisfactory role in shaping the school and accounting for its performance. The governors are able, active and very supportive of the headteacher. They have the capacity to be very effective. They provide effective support and are involved in decision making and evaluating aspects of the school's work. An effective committee structure operates, with clear terms of reference. The governors make good use of opportunities to increase their knowledge about the school through training, school visits and meetings with the teachers with management responsibilities. As a result, they are acquiring an increasing understanding of the school's

strengths and areas for improvement which will help them guide the school forward more rigorously. Some governors make occasional visits to gain information at first hand and discuss achievements and concerns with staff and some subject leaders. They have not ensured that the curriculum fully meets statutory requirements. For example, the provision ICT is still at an early stage of development. Governors also need to ensure that the child protection policy is in place, and that accurate comparisons of the National Curriculum test result and details of progress on the Ofsted action plan are included in the published prospectus.

52. Financial planning is efficient and it effectively supports the expenditure proposals in the school development plan. The planning of the budget is based on information combining an analysis of the previous year's expenditure, review of the targets achieved and the forecast for the coming year. The headteacher monitors spending closely and the finance committee of the governing body is given appropriate updates on the school's spending. The governors are aware that they should be more involved in the setting and evaluating of success criteria to ensure that the school obtains value for money. They do not as yet have a good idea of how well the school is doing against a number of benchmarks, and are not yet skilled in comparing the costs of the school with other similar schools. The school provides satisfactory value for money.
53. The school is currently adequately staffed. There are no staff vacancies despite a modest turnover of staff. An improved and effective system for inducting new staff operates which quickly helps staff settle in well. The school took a strategic decision in recent years to increase the support assistants. Most are used appropriately to enhance the quality of learning and assist teaching staff in other duties. However, there are instances when support assistants are not deployed effectively. Most subjects are adequately resourced with books and equipment, but there is a shortage of hardware to enable ICT to be taught effectively throughout the school. The accommodation is good, and there have been many recent attractive additions. For example, there is now a decorative canopied area for the library and the small ICT suite, the reception area has been improved, classrooms have been newly decorated and the quality of the outside accommodation has also been upgraded. The hard-working office staff and caretaker are models of support and courtesy and help to create a good working ambience in the school. Security on site is good and there are no current instances of vandalism.
54. The special educational needs co-ordinator provides good leadership. The co-ordinator ensures that all pupils have been accurately assessed, using outside agencies when necessary and makes sure that pupils have relevant achievable targets. She has adequate opportunities to monitor and evaluate the work of colleagues and the use made of individual education plans. The school needs to review the policy for special educational needs to ensure that it reflects the 2001 Code of Practice for Special Educational Needs. Provision for special educational needs features in the school development plan. There is a new named governor with responsibility for this aspect of the school's work. The school provides a good level of resources, especially staffing to meet the needs of this group of pupils. However, attention needs to be paid to the effective deployment of these staff at all times. The management of the provision for pupils with English as an additional language is satisfactory. The EAL co-ordinator has satisfactory knowledge of the strategies that enhance language learning of pupils who need additional support in learning with English as an additional language. Overall, the school is committed to raising levels of achievement for all its pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The school has many strengths. In order to build on these and improve the overall quality of the education provided, the governors, headteacher and staff in co-operation with the local education authority should:
 - (1) **Improve standards in writing by:**
 - ensuring that sufficient time is given to teaching skills and particularly the skills of writing across all subjects;
 - increasing opportunities to reinforce literacy across the curriculum emphasising spelling

- and vocabulary;
 - raising teachers' expectations of handwriting and presentation;
 - providing regular planned opportunities for pupils to listen to a wide range of literature and to write extensively;
 - using homework more to provide time for pupils to extend their writing skills.
(Paragraphs 3,26,27,74,101)
- (2) **Raise standards of pupils' attainment in information and communications technology and history by:**
- fulfilling statutory requirements ;
 - improving the use of ICT to support learning across the subjects of the curriculum by improving the level of resources and developing teachers' expertise.
(Paragraphs 3,18,23,27,76,81,90,97,102,103,106,107,110,118)
- (3) **Improve the monitoring of pupils' academic progress by:**
- devising a manageable and practical system of assessment for each subject to enable teachers to constantly evaluate what has been learned and improve pupils' progress especially the higher attainers;
 - monitoring the progress of the targeted pupils with English as an additional language more rigorously.
(Paragraphs 8,9,21,41,43,90,93,102,110,118)
- (4) **Improve the breadth and balance of the curriculum by:**
- reviewing the balance of time allocated to each subject so that all aspects of the statutory curriculum are taught;
 - completing the revision of the schemes of work for each subject so that there are clear plans, which identify the development of pupils' skills and knowledge.
(Paragraphs 27,93)
- (5) **Improve the quality and pace of teaching throughout the school by:**
- improving teachers' expertise and confidence through appropriate in-service training where needed;
 - ensuring that teachers' short-term plans identify more precisely what pupils of different levels of attainment, including those with special educational needs and those who are not fully fluent in English, are expected to learn and do by the end of the session;
 - making better use of the plenary (whole-class) sessions in mathematics and English lessons;
 - providing more opportunities for pupils to use mathematics in everyday situations and apply their mathematical knowledge to solve problems;
 - making better use of the mental or oral starter sessions in mathematics lessons.
(Paragraphs 9,17,18,22,23,24,75,79,87)
- (6) **Continue with efforts to improve pupils' attendance.**
(Paragraph 16)

The school may also wish to address in its action plan the following more minor issues:

- (1) ensuring that the governing body acts as the critical friend of the school in scrutinising its work and the standards achieved and that the information in the prospectus and the governors' annual report to parents includes all necessary information; (Paragraphs 45,51)
- (2) using support assistants more productively; (Paragraphs 26,80)
- (3) improving the consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work. (Paragraphs 26,77,87,97,102)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	10	21	0	0	0
Percentage	0	0	32	68	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	23.5	147
Number of full-time pupils known to be eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	1.9

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	28	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	22
	Girls	19	17	18
	Total	38	37	40
Percentage of pupils at NC level 2 or above	School	75 (86)	73 (88)	78 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	25
	Girls	20	19	22
	Total	42	42	47
Percentage of pupils At NC level 2 or above	School	82 (90)	82 (92)	92 (85)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
114	3	1
0	0	0
14	0	0
0	0	0
0	0	0
5	0	0
3	0	0
1	0	0
1	0	0
2	0	0
3	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0

No ethnic group recorded

3

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	21.6
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	140

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	47
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	16

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	463,563
Total expenditure	458,564
Expenditure per pupil	2,730
Balance brought forward from previous year	35,555
Balance carried forward to next year	40,554

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	54	42	2	0	2
My child gets the right amount of work to do at home.	52	42	2	2	2
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	58	40	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	81	17	0	0	2
The school works closely with parents.	69	29	2	0	0
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	83	15	0	0	2
The school provides an interesting range of activities outside lessons.	44	31	13	2	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. The quality of provision for the children in the Foundation Stage is good. This is an improvement since the last full inspection which reported that provision was satisfactory overall and that children were attaining the level expected by the time they started Year 1 in nearly all areas of learning. Since then, the school has worked hard to improve the quality of planning and to address the weaknesses identified. Inspection evidence shows that children now make good progress and are on course to exceed the nationally agreed outcomes in all areas.
57. All the children enter the Reception class, on a part-time or a full-time basis in the September after their fourth birthday and begin to receive full-time education only in the term in which they are five with the youngest children becoming full-time half way through the spring term. This is in line with county policy. It means that those children born during the summer months have one and a half terms term of full time education before they move into Year 1.
58. Children's attainment measured by assessment on entry covers a wide range, and is average overall. Those children with special educational needs are identified quickly and fully integrated into the class. They make progress at the same rate as the other children. Appropriate use is made of assessment. The information gained when the children first join the Reception class is used effectively to plan activities for them. All the staff, including the learning support assistants, work extremely well together and collaborate very effectively to plan activities and assess children's needs.

Personal, social and emotional development

59. The provision for children's personal, social and emotional development is given a high priority in both the Nursery and Reception classes. Children make good progress and by the end of the Foundation Stage, many attain standards above those expected in this area of learning. Children are enthusiastic about coming to school because they feel valued. They demonstrate a sensible response to class routines and settle well to all their activities. Most are keen to contribute ideas during class and group discussions, listen carefully, wait their turn and respond to questions confidently. They are interested in what they are doing, concentrate well for their age and persevere in their learning. They take responsibility for themselves when changing for physical education, and several initiate playing together, sharing equipment and taking turns. Most are able to regulate their own behaviour and are polite to others, following the good example set by staff, who place a high priority on this area of learning. In both the Nursery and Reception classes children enjoy participating in the interesting activities available to them and are developing good levels of independence. They use the sand, water and art materials independently through choosing the tools, materials and containers that best suit what they want to do without recourse to an adult. They treat equipment and the classroom environment with care and respect and tidy up willingly after activities.
60. Teaching is good in this area of learning. Teachers and support staff plan carefully to help children to develop social skills. They have a very encouraging, consistent approach, and value each child's contribution. The calm and friendly manner of the teachers has a positive impact on behaviour and attitudes to learning. Adults demonstrate good care of children, ensuring that they feel safe and secure. Routines are established in the classrooms, so they know what is expected of them and how to behave. As a result, children demonstrate similar attitudes towards each other and are kind, co-operative and helpful.

Communication, language and literacy

61. By the end of the Foundation Stage, children exceed the expected standards for children of this age in speaking and listening, early reading and writing activities. The good emphasis on speaking and listening activities ensures that all the children make good progress so that by the

end of the Foundation Stage most children are fluent, articulate speakers who are keen to talk about what they have done. They respond quickly to instructions and often reply to questions by answering in sentences and using the appropriate vocabulary to convey meaning. In the Nursery adults successfully encourage the quietest children to answer questions while the others listen attentively, for example, when talking about their role in the Nativity Play during 'Fruit Time'. They develop good listening skills through hearing adults read books or giving instructions about activities. Overall, children listen well for extended periods. All children are encouraged to take books home regularly to share with adults. At school children enjoy looking at books, understand how they are organised, handle books correctly and like to talk about the pictures to each other. In the Reception classes all children know that print tells a story and that it is read from left to right. Lower attainers confidently 'retell' a story using the pictures in the storybook to illustrate the meaning while average attainers recognise a few words and name and say the sounds of letters. The highest attaining children know how to put sounds together to form words and read simple sentences and are well on the way towards becoming independent readers by the time they start Year 1. In both the Nursery and Reception classes good opportunities are provided for developing early writing skills. Younger children in the Nursery are beginning to use pencils with increasing confidence to make marks and 'trace' pictures and by the time they get to the Reception classes most overwrite their names, draw pictures to communicate their ideas and have developed an understanding that writing is a means of communication. Earlier work shows that by the end of the Foundation Stage nearly all have learnt to write their names using recognisable letters and many write sentences independently, using capital letters and full stops correctly; for example, they write simple sentences to support their work for 'Remembrance Day'.

62. The quality of teaching and learning is good. All adults are aware of the importance of spoken language and purposefully intervene to engage the children in conversation and increase their vocabulary in language sessions, circle time role-play activities and individual discussions. They also take care to provide many opportunities for children to develop accurate listening skills. Staff use praise well to build up confidence and have good questioning skills that enable children to share what they know and what they want to find out. This has a positive impact upon the rate of children's learning and helps them to learn effectively. In the Reception classes children follow a teaching programme adapted from the National Literacy Strategy and have a designated time for literacy every day.

Mathematical development

63. Children make good progress and by the end of the Foundation Stage many exceed the expected Early Learning Goals, particularly in early number work. In both the Nursery and Reception classes there is good provision for practical activities that effectively promote mathematical language and understanding. In the Nursery, most children recognise numbers to ten, know that two comes before three and accurately count the number of children in their group at 'Fruit Time'. Children are introduced to the concept of 'pairs' of objects when matching socks and to the language of size when ordering the sizes of clothes worn by a baby to those worn by a toddler. Children know and describe simple shapes such as triangles, circles and rectangles and are successfully introduced to the days of the weeks during registration. In the Reception classes children build on their earlier knowledge of flat shapes and most correctly identify three-dimensional shapes such as cube, cylinder and sphere. The majority recognise numbers up to 20 and higher attainers accurately fill in a missing number between one and 20. They place them in order on a number line and are beginning to identify 'more than' and 'less than' when looking at quantity. Children match numbers and shapes, sequence patterns and most correctly orientate numerals. In both the Nursery and Reception classes mathematical development is well related to everyday life, for example, through the use of the role play area set up as a 'Post Office' and the effective use of number rhymes such as, 'Five Little Stars'. Overall the use of a numeracy hour is having a significant impact on children's attainment and progress in mathematics.
64. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are good. Teachers have a secure knowledge and understanding of mathematics and this area of learning is taught well using methods adapted from the National Numeracy Strategy. This teaching helps to familiarise children with what will follow when they

begin the National Curriculum. In both the Nursery and reception classes, teachers set appropriate and challenging activities for the children, and adults make the most of incidental

opportunities to reinforce learning in mathematics. Group activities are well planned and many good opportunities are provided for children to undertake practical mathematical activities. However, opportunities are missed for higher attaining children to begin to record their work.

Knowledge and understanding of the world

65. Provision for the development of children's knowledge and understanding of the world is good and builds effectively on the rich variety of experiences most children have had before they started school, resulting in standards that generally exceed the Early Learning Goals by the time they start Year 1. For example, in the Nursery, children's earlier work and previous planning show that many begin to understand the properties of different types of materials. They know that plastic is suitable for a rain hat because it is waterproof and that wool is best suited for winter hats because it keeps us warm. Children in the Reception classes correctly name some parts of their body, know the five senses and know that eating the right types of food is necessary for healthy living. By the end of the Foundation Stage most ask relevant questions about how things work and why things happen. Children learn about the past and present in the context of talking about how their bodies, skills and preferences have changed since birth. Early geographical skills are encouraged when they walk around the local area and draw a route plan of the journey. All children use ICT to support their learning. Many in the Nursery know the function of the buttons on the computer keyboard whilst older children in the Reception classes demonstrate increasing control when using the mouse and successfully use tools, such as spray can and paintbrush in a graphics program to create attractive firework pictures. Children develop well the skills of cutting, joining and building by using a good range of materials. Most use recycled materials and construction equipment with confidence to make recognisable models which they use in 'free play' to enhance their understanding about directions. Children's understanding about caring for each other and about special people is heightened through the marking of Remembrance Day where they paint attractive poppies and write about people who are special to them.
66. Teaching is good and provision is carefully planned to extend children's experiences of the world about them. Lessons are well thought out and efficiently organised. Support staff are well deployed and use skilful questions to probe the children's understanding. They listen to what children have to say and through careful questioning attempt to develop their knowledge and understanding of the world. However, the monitoring of individual children's experiences is not always sufficiently rigorous to ensure that all gain fully from the range of activities on offer and to provide teachers with information which will help ensure that all children receive a balanced curriculum.

Creative development

67. Provision in this area for learning is good in both the Nursery and Reception classes. Most children make good progress and the majority exceeds the nationally agreed outcomes by the end of the Foundation Stage. Children in the Nursery enjoy using paint to print and paint pictures and skilfully use a range of materials to make collage pictures. They learn how to use brushes of different size, mix paints to produce other colours and know that the paint must be of a certain consistency if they want to achieve an effect that is similar to that used by Van Gogh when painting sunflowers. Most confidently and sensibly use sponges with different Christmas symbols to create attractive wrapping paper. Older children in the Reception classes colour and draw pictures with varying degrees of accuracy and an increasing attention to detail as demonstrated in their observational drawing of a cherry tree and of the local post office. Opportunities to look at the work of various artists and reproduce them show that children are developing good observational skills. This was well demonstrated in their pleasing portraits of the postman, which was the result of looking at pictures from 'The Jolly Postman' and the work of various artists for inspiration. In the Nursery, children enjoy singing a variety of simple rhyming songs while in the Reception classes, opportunities are provided for children to clap and count rhythms and to sing a wide range of songs. Children have a good knowledge of rhymes, many of which provide additional practice for

their number work. Most handle percussion instruments with care using them in the context of a song to illustrate different rhythmic movements and use appropriate vocabulary, such as 'loud' and 'soft' to describe the

sounds that are made. Imaginative play is successfully fostered through activities in the play area where children undertake different roles with confidence in the 'Nursery Hat Shop' and 'Post Office' in the Reception classes.

68. The quality of teaching and learning is good in this area and children learn about colour, pattern and texture in two and three dimensions. In both classes children receive good adult support which enables them to work carefully, imaginatively and thoughtfully and to develop their skills. High expectations lead children to produce work of quality. This is valued and displayed attractively in the classroom. Staff provide appropriate opportunities for children to develop imaginative play and where intervention by adults is particularly well judged children make good progress in developing their social and language skills.

Physical development

69. Provision to promote children's physical development is good in both the Nursery and Reception classes. Standards attained by the majority of children at the end of the Foundation Stage are above expectations. Since the last inspection the school has developed the secure play area in the Nursery and further developments are planned for the outdoor area near to the Reception classes. In the Nursery, there is adequate provision for children to develop their physical skills. They are given daily planned opportunities to run, jump, climb and use large wheeled toys in a secure play area and children use these confidently and with considerable agility, turning corners and dodging others with skilful speed. In the Reception classes children have timetabled opportunities to develop similar co-ordination skills and control of their bodies when cycling, pushing a wheeled vehicle or climbing and balancing. The Nursery and Reception classes have weekly planned sessions in the school hall where they are beginning to acquire skills in gymnastics, climbing and balancing. Most use the hall space sensibly, controlling their movements well and moving with agility. After physical education activities, children practise fastening buttons and putting on shoes, which helps to develop fine muscular control. In both classes children demonstrate sound manipulative skills when using construction toys, and when painting, writing, drawing, cutting or colouring. Most children handle small tools such as pencils, scissors and glue spreaders with confidence and good opportunities exist for children to paint with different sized brushes and practise writing patterns, mould clay and play-dough, and balance bricks. They take apart and build with construction toys, manipulate jigsaw pieces, pour water and sand into containers and place items accurately when engaged in activities using small models of plants and animals. All these activities help them to develop control over hand and finger movements.
70. The teaching of children's physical skills is good and as a result children make good progress. All staff have a very good awareness of the children's safety and effective use is made of the outdoor area to provide children with opportunities to develop their skills of movement. Clear routines have been established in which the children's confidence is developed and praise is well used to encourage good behaviour and to reward their efforts. In the Nursery and Reception classes, the management of children's behaviour in the outside play area and in the school hall is good. In the Nursery session the teacher effectively ensured that all children are fully involved and that adults interact well with children. However, teachers do not make sufficient use of children's well-developed manipulative skills to extend their early handwriting skills.

ENGLISH

71. Inspection findings indicate that by the end of Year 2 standards in reading are above national expectations, while those in writing are below the level expected nationally. By the end of Year 2 overall standards are in line with expectations. This is because not enough pupils are working at

the higher level of attainment. National Curriculum Test results for 2002 are similar to the findings of the inspection.

72. Standards in speaking and listening are above the level expected nationally. The pupils speak with assurance in a range of situations, and their responses show that they listen carefully. They responded swiftly when the teacher asked them to identify rhyming words, and answered the teacher's questions giving good levels of detail about the Christmas poem on the Three Kings. Most pupils listen very attentively to their teacher and increasingly to each other, responding appropriately to questions and instructions. By the end of Year 2, many pupils engage in conversation with adults confidently. Most, but not all, speak audibly when replying to questions in lessons and add detail when prompted. No drama or role-play was seen during the inspection and in other subjects there are often too few opportunities for pupils to discuss their learning and to express their ideas. Lower attaining pupils, pupils with special educational needs and pupils for whom English is an additional language are satisfactorily supported with their speaking and listening skills which gives them confidence, but higher attaining pupils are not always sufficiently challenged and as a result they do not reach the high standards of which they are capable.
73. Standards in reading are above expectations. This is partly because pupils are enthusiastic about books, and the school has worked hard to foster their positive attitudes. One pupil could not contain his exuberance and enjoyment of a non-fiction book on rainforests as he volunteered to read the whole text to a visitor. Pupils build effectively on the good start they receive in the Foundation Stage and they achieve well overall. Several factors have contributed to this. Initial sounds and key words are taught in a consistent, well-structured way and teachers monitor and support the progress of individual pupils carefully. They make good use of guided reading sessions and appropriate expectations are set and usually met for pupils to read regularly at home. The well-used reading diaries provide a good dialogue with most parents throughout the school and maximise their contributions to this aspect of their children's learning. The new library space is well stocked with a good range of updated fiction and non-fiction books and this also contributes significantly to the pupils' learning. Most pupils use a contents page appropriately, and higher-attaining pupils use non-fiction books for research interests.
74. Inspection evidence indicates that standards in writing are below the level expected nationally, and very occasionally well below expectations at the end of Year 2. Teachers are making the improvement of writing a major priority for all age groups. Although there are signs of some improvement in pupils' work, the finished product is often marred by poor presentational skills and by the poor quality of expression used. Higher-attaining pupils are using the range of punctuation appropriate to their age group, but the work of a sizeable proportion of pupils lacks consistency and accuracy. Pupils' attainment in writing is often impeded by a number of factors. There are too few opportunities for pupils to write independently and extensively. In many instances adults support pupils too much and this limits progress and attainment. Pupils of all ages tend to work better at routine exercises than they do at imaginative writing and they often find it difficult to transfer skills from one area of work to another. Although standards of spelling are at the level expected pupils are often not given enough help with their spelling and simple errors are not consistently amended. Standards of handwriting are in line with expectations. By the end of Year 2, pupils form letters reasonably, accurately and legibly. The presentation of work, however, is usually untidy and often unacceptable.
75. Although the quality of teaching seen during the inspection was satisfactory overall, there was insufficient good teaching to ensure that the pupils achieve well. There are examples of good teaching that is improving standards. However, the inconsistencies in teaching result in all groups of pupils, and especially the high-attaining pupils, not making good progress. In the good quality lessons, the teaching was enthusiastic and moved pupils' learning on at a fast rate. Tasks were clearly explained and teachers had high expectations of what pupils could achieve. Pupils were encouraged to work hard and nothing less than their best was accepted. Where teaching was good, support staff were well briefed and given clear guidance on what pupils were expected to learn. As a result they contributed well to pupils' learning. In lessons where teaching was just satisfactory there were sometimes insufficient strategies to engage pupils in their own learning and lessons lacked interest and challenge for all pupils especially the higher attainers. In some of

these sessions pupils were not reminded of the strategies that they needed to improve their work and the targets that had been set to help pupils improve their standards were rarely referred to. Teachers were not quick enough to see that some pupils, particularly the higher attainers, were ready to move on and accept more challenging tasks. The plenary sessions were often too brief and rarely enabled pupils to reflect on and consolidate their learning.

76. The use of literacy skills across the curriculum is undeveloped. There are few examples where pupils' skills are reinforced in other subjects. In a history lesson pupils' subject vocabulary and their spiritual, moral, social and cultural development were well promoted as they watched an interesting video on Victorian school and compared schooldays in Victorian times with their own experiences. Although ICT is used to help pupils to produce final drafts of their work for display in the classroom, there is little evidence of computers being used consistently and systematically to support learning in English lessons.
77. Leadership and management of the subject are satisfactory. The co-ordinator, is new in post but has had the opportunity to shadow the experienced, previous co-ordinator before she assumed full responsibility for the subject. There is a good development plan and this includes an action plan for writing - one of the school's priorities this year. Assessment procedures are good, and there is a good range of assessment data available. However, the use of assessment information to guide lesson planning is at an early stage of development. Pupils' targets are displayed in Year 1 books, but these are often of a general nature and they do not focus clearly on the individual learning needs of pupils. Marking is usually up to date but does not always give enough guidance to help pupils to improve their work. Monitoring of teaching and learning is not rigorous enough at present but it has the potential and commitment to improve pupils' achievement.

MATHEMATICS

78. Inspection evidence indicates that pupils in Year 2 are attaining the expected standards in mathematics although not enough pupils are reaching the higher Level 3. Overall, pupils make satisfactory progress. National Curriculum Test results for 2002 are similar to the findings of the inspection. Pupils with special educational needs are generally fully integrated into all classroom activities and they make similar progress to their classmates. Higher attaining pupils are not always sufficiently challenged and as a result, learning is limited.
79. Standards in number work are in line with expectations. In Year 2, pupils are proficient in using number lines to support their addition and subtraction calculations and they know multiplication facts for two, five and ten. Standards in shape, space and measure are at the level expected nationally. Pupils in Year 2 accurately measure in centimetres. There was no recorded work on shape and space in the scrutiny for Year 2 but in the shape and space lessons in Year 1 standards were above expectations. Standards in using and applying mathematics are below expectations. In particular, solving word problems has already been identified as a particular area to focus on following the analysis of test results. Overall, pupils have too few opportunities to use mathematics in everyday situations and apply their mathematical knowledge to solve problems.
80. The teaching of mathematics, as observed during the inspection, was good in Year 1 and satisfactory in Year 2 and is satisfactory overall. Teachers have a secure understanding of the strategy and as a result tasks are planned to meet the needs of all pupils. Teachers usually make clear the objectives of their lessons by writing them on the board and sharing them with their pupils. In some classes teachers question pupils well to ensure that they have understood and are clear about the objectives but this does not always happen. In the mental warm up part of the lesson teachers use good strategies to ensure that all pupils are involved. For instance, they make good use of individual white boards and encourage pupils to work with their numeracy 'neighbour'. However, at times the objectives for this part of the lesson are not identified on the short term planning and consequently learning is not well focused or sufficiently challenging for all pupils. Teachers usually make very clear to pupils how much time they have to complete a task and as a result pupils get on with their work quickly and sensibly. Teachers usually highlight mathematical language well, model it effectively for the pupils and actively encourage the pupils to use the correct mathematical words. Most teachers actively help the pupils to remember not only the words but also how to spell the words by having mathematical vocabulary on display in their classrooms. Classroom displays support the mathematics being taught and there were good prompts to support learning in most classrooms. Pupils were observed using these prompts well to help them learn. Teachers' questioning of pupils is satisfactory. They use a range of questions; for example, from one needing a quick response to a mental calculation to one that asks pupils

for an explanation of how to do something. Pupils' work is marked regularly. The marking is supportive and usually indicates where pupils have received extra support but provides little guidance to pupils as to how they could improve their work. In the lesson observations and from the analysis of work, some weaknesses in teaching emerged. Pupils in Year 2 in particular higher attainers, have limited opportunities to make use of jottings and different methods for calculation. Although pupils are taught a range of calculation methods, there is limited guidance on the most appropriate method to be used. In some lessons, pupils spend too much time decoding words to arrive at calculations and not enough time deciding how to calculate and carry out the calculation. In the whole class parts of lessons, support assistants' work is not always well focused.

81. The leadership and management of the subject are satisfactory. Monitoring of teaching and learning takes place and the co-ordinator is working with a numeracy consultant from the local education authority to improve standards. Resources for teaching mathematics have been improved with the purchase of a range of practical resources and is now adequate. The use of ICT to support learning is underdeveloped. A good tracking system has been set up so that each teacher can record how pupils are progressing against the key areas of learning in the subject. However, this is not monitored rigorously enough in order to have a clear idea of standards in all year groups and to ensure that work is being planned at a suitably challenging level for all pupils. The school recognises that although a target setting system has been started; more work is needed on this, especially in ensuring that the targets are meaningful to the pupils.
82. The school has made satisfactory improvement since the last inspection. The mathematics curriculum is firmly embedded and the role of the subject co-ordinator has been strengthened. Standards overall are rising. However, planning to challenge all levels of attainment is an area for further development.

SCIENCE

83. At the end of Year 2 the majority of pupils attain the level expected nationally however, few pupils are working at the higher levels. Inspection findings match those of the 2002 teachers' assessment results. Standards have improved slightly since the last inspection when they were judged to be below national expectations. All pupils make similar progress irrespective of their age, gender, ethnicity, prior attainment or social circumstance. Improving standards are due in part to the school's increased focus on experimental and investigative work and the implementation of a scheme of work. However, the school recognises that there is a need to review the content of the curriculum in order to match more closely National Curriculum requirements and improve the planning of work which is often not sufficiently adapted to meet the needs of pupils, thereby affecting the rate of progress.
84. Throughout the school there is a developing emphasis on learning through enquiry and practical investigation. This 'hands on' approach is clearly evident in lessons. In Year 1, pupils accurately name the parts of a plant using correct terms and vocabulary. They monitor the growth of cress and compare its rate of growth in the cupboard with that in the shade. Most are secure in the knowledge and understanding that plants need light and water to live and grow and are beginning to record their work in simple diagrammatic form and draw conclusions from their findings. Most pupils in Year 2 demonstrate a satisfactory knowledge of all aspects of the science curriculum. They accurately assemble simple circuits and predict what will happen if the circuit is broken. Many respond to suggestions about how to find things out and higher attaining pupils can carry out a fair test with little support, recognising why it is fair and recording their observations in appropriate ways. The majority confidently make simple, sensible predictions about what might happen in a range of investigative tasks when encouraged to do so, for example how egg, cheese and mushrooms will change their properties when heated but few pupils know that some changes are permanent. Overall, too few pupils are working at the higher levels and work although challenging at times is not closely matched to statutory requirements.
85. From the lessons observed and an analysis of previously completed work, it is clear that the quality of teaching and learning is overall satisfactory. It is stronger in Year 1. Two satisfactory

lessons were observed. Since the last inspection teachers' confidence has improved. They show an increasing understanding of the science curriculum and make good use of appropriate scientific terms and vocabulary. This enables them to teach lessons confidently, answer questions from pupils correctly and make the relevant teaching points. This was particularly noticeable in a Year 1 lesson observed. However, an analysis of short and medium-term plans and of pupils' earlier work reveals that there are some weaknesses in current practice which limit the rate of progress that pupils make. For example, lesson planning lacks rigour and detail and takes little account of variation in pupils' levels of attainment. Consequently, the level of activity is sometimes beyond what lower attaining pupils, especially, could be expected to understand, resulting in work that is occasionally muddled, unfinished, and poorly presented whilst being insufficiently challenging for higher attaining pupils. Although day-to-day assessment in lessons is satisfactory, there is no comprehensive evaluation of what individual pupils can or cannot do or what they actually know and understand; therefore assessment does not inform future planning. Teachers' expectations of pupils' written work are low, with some lack of attention given to content and presentation. Teachers across year groups work well together, sharing experience and expertise in their lesson preparation. This helps to ensure that classes receive similar learning experiences. Resources are generally well prepared and to hand so that pupils are able to get on with their work, thus maintaining a good pace in their learning. This was seen in Year 2, where all pupils were provided with the necessary recording sheet to enable them to carry out their investigation of their sight productively. Some better features of the two satisfactory lessons observed included a careful revision of previous learning and clear learning objectives, which were shared with pupils so that they knew the purpose of the lesson. In the conclusion these were referred to again, with opportunities for pupils to talk about what they had been doing. Teachers and support staff generally provide good support during group activities, questioning pupils to think about the 'what' and 'why' of science and encouraging them in their work.

86. Pupils respond well to the subject and are keen to learn. They sustain concentration and show interest in and enjoyment of science activities, particularly when they have the opportunity to engage in practical activities and to take some responsibility for their learning. This was well demonstrated in a Year 2 lesson when pupils took part in an eye test to investigate whether using one eye or both eyes is more effective for reading letters. They work well collaboratively and show good relationships with their teachers and with one another. Pupils are proud of their efforts and contribute willingly to discussions, making many thoughtful and informed observations, as seen in a Year 1 lesson on finding the candle that would burn the longest for their Christmas wreath. This contributes well to their attainment and progress.
87. Leadership of the subject is satisfactory. The co-ordinator is keen to raise the standards of science and has an appropriate planned programme for the development of the subject. She has undertaken a limited amount of informal monitoring but does not yet have a full understanding of the subject strengths and weaknesses across the school. This needs to be developed to include a more rigorous monitoring of standards of teaching and learning in all classes to bring about further improvement. Planning in all classes follows the recently implemented scheme of work. However, plans rarely identify the different level at which pupils are expected to work. As a result, teaching does not sufficiently develop and extend higher attaining pupils or meet the needs of the lower attaining pupils. Assessment procedures are developing based on key learning objectives and it is recognised that teachers need to be more secure in their judgements by making greater use of the National Curriculum and in their use of the information to inform day-to-day planning. Teachers' marking is inconsistent. It is often congratulatory, but does not sufficiently refer to learning objectives, informing pupils how well they have done or what they need to do to improve. Resources are adequate for the full curriculum and good use is made of the school grounds to develop the pupils' understanding of the environment. Currently, insufficient use is made of ICT in the teaching of science both for research purposes and in the recording and presenting of results although good use is made of a digital microscope. The school has the capacity to continue the improvements it has already made.

ART AND DESIGN

88. No teaching of art and design was observed so no judgement on the quality of teaching is possible. Evidence from work seen on display indicates that the attainment of pupils in Year 2 is in line with expectations and similar to the findings of the last inspection. Pupils develop skills in drawing, painting and collage and use a satisfactory range of materials, which they combine for effect. Progress is satisfactory.
89. In Year 1, pupils' self-portraits are expressive and show a good eye for detail. They successfully use a wide range of different drawing materials and techniques. Good use was made of digital photography and of Van Gogh's self-portrait to support pupils' work whilst studying this unit. In Year 2, pupils learn about the work of Guiseppe Archimboldo and create attractive observational drawings, collages and paintings. Photographic evidence from the 'Arts Week' indicates that pupils have had the opportunity to participate in learning about a wide range of art from different cultures including Indian art. In particular they have learnt about Indian textiles and have been involved in felt making in connection with the rainforest, weaving and print making. This work contributes well to pupils' cultural development.
90. The leadership and management of this subject are satisfactory. The subject leader is enthusiastic about the subject and has in place a clear action plan with appropriately identified priorities. The scheme of work is incomplete but some elements of the optional guidance are used. The policy has also not been updated. The monitoring of teaching and learning is informal and assessment is not in place. Whilst ICT is sometime used to support learning overall its use is limited. The art and design curriculum has been enhanced by the contribution of the 'Arts Week'. The school has plans to introduce the use of sketch books as a means of assessment.

DESIGN AND TECHNOLOGY

91. There was insufficient evidence to make a secure judgement about standards or the overall quality of teaching in this subject, as there was very little work available for scrutiny. This was because pupils regularly take their work home. There was some work displayed in Year 1 and a display of work from the 'Design and Technology' week in the hall.
92. In the lesson observed in Year 1, teaching was satisfactory. Good open questions were used to stimulate pupils' thinking. The development of clear instructions and a plan was highlighted. Pupils responded well with their own ideas to develop their designs. Information and communication technology was used well. In the summing up part of the lesson, the teacher challenged pupils to consider how they might improve their designs and how they might go about making their Christmas card really special. This contributed well to their spiritual development. In this lesson, work had not been planned to take account of pupils' prior attainment as all pupils were completing the same task. Pupils' attitudes and behaviour were good.
93. The subject leader has recently taken on this role. She is enthusiastic about the subject and has developed an action plan with appropriate priorities. However, she has not had any time yet to carry out the plan. She recognises that the current scheme of work needs to be reviewed and that the policy needs to be updated. The monitoring of teaching and learning and the assessment of pupils' work is unsatisfactory.

GEOGRAPHY

94. During the period of the inspection it was not possible to see any teaching in geography owing to the school's practice of teaching geography or history in alternate terms. Judgements are made from the limited amount of recorded evidence available at the time of inspection, analysis of teachers' planning and discussion with the co-ordinator. The evidence from these sources indicates that since the last inspection standards have been maintained and remain at the level expected nationally. Overall, the school has made satisfactory improvements since the previous inspection. Curriculum planning has improved through the adoption of the national scheme of

work, which has had a positive impact on the systematic development of pupils' knowledge and skills in the subject. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in the topics covered.

95. In Year 1, pupils begin to develop mapping skills whilst investigating their local area. They draw simple maps to show their route to school. Work in their books suggests that they have a satisfactory understanding of how to use a simple key in map reading. Most correctly name some of the features in the local area; identify the different types of house and the use of different buildings by fieldwork activities. Pupils learn that there is a world beyond Egham when they investigate the different types of homes and animals that are found in the South American rainforest. In Year 2, pupils extend their early geographical and mapping skills when they use atlases to find out and name the continents, major oceans and seas. Linked to their study of a holiday location – Italy - pupils identify the important towns and cities such as, Rome, Naples, Pisa, Venice and Turin and successfully access the Internet to find additional information about the Italian flag.
96. No lessons were observed. However, evidence of the teachers' planning and from the pupils' work indicates that teaching is at least satisfactory and that pupils' geographical skills are satisfactorily taught. Literacy skills are well developed when pupils acquire new vocabulary, but the limited amount of recorded evidence available at the time of inspection shows that the subject is not contributing sufficiently to the development of pupils' literacy and numeracy skills. Although the planning of lessons has improved since the last inspection, there is still further room for improvement. Neither the medium-nor the short-term plans take account of the needs of all pupils in the class nor give a clear indication of the levels that different groups of pupils should attain or be working towards. Consequently, the same work is often set for all pupils which often results in incomplete and poorly presented work for lower attaining pupils while higher attaining pupils are not always sufficiently challenged. Overall, pupils do not always take enough care in the presentation of their work.
97. The management of geography is satisfactory, given that the co-ordinator has very recently accepted this responsibility. She has a clear vision of the development needs of this subject. Analysis of the scheme of work shows that the geographical skills are satisfactorily planned. The assessments of pupils' attainment are informal and although records are kept of their progress, these are not generally well used to target performance or to extend opportunities for higher attaining pupils, particularly in the area of independent investigation. Marking, although regularly carried out, is often limited to simple corrections, and comments do not specifically help pupils to develop their geographical skills, knowledge and understanding. Resources are adequate and used well. A strength of the subject is the use the school makes of the immediate environment in mapping and local studies. The monitoring of teaching and learning is underdeveloped and ICT is not always well used to support this area of the curriculum.

HISTORY

98. Standards the end of Year 2 are below national expectations and have not been maintained since the last inspection when they were at the level expected nationally. This is because the school, in its improvement plan, had prioritised raising standards in English and mathematics and insufficient time was allocated to the subject. It now has plans to improve the foundation subjects. Whilst pupils make satisfactory progress in individual lessons, progress over time is unsatisfactory.
99. By the end of Year 2, pupils have limited knowledge and understanding of the past. They lack confidence in placing key events on a time-line and accurately sequencing pictures according to the era of time they represent. However, there is some evidence in pupils' books and lessons to show that they are developing a basic understanding of how things change by sequencing pictures of different boats through time and identifying toys through the ages. By the end of Year 2, pupils learn about famous historical figures such as Florence Nightingale, Queen Victoria and Guy Fawkes. There is little evidence to show that pupils use a range of historical sources and few effective links are made with other areas of the curriculum.
100. Pupils' behaviour overall is good and many show positive attitudes to their work. Some pupils are inquisitive and want to find things out for themselves, but the opportunities for independent

research are very limited. The planned curriculum has only been in place for a short time and past gaps in the curriculum have resulted in many pupils having significant gaps in their knowledge and understanding of history.

101. The overall quality of teaching and learning is unsatisfactory. However, some good quality teaching was seen during the inspection. Teachers are interested in the subject and often strive to inspire pupils to want to know more about the past. This was clearly displayed in one good lesson when the teacher successfully used a video on life in a Victorian school to stimulate the pupils' imagination and to create a sense of awe and wonder. The pupils gazed wondrously as they watched the informative film and made perceptive comparisons between the lives of Victorian school children and their own. Teachers have a satisfactory knowledge of the subject which they use well to extend pupils' understanding. However, learning objectives are not always shared with the pupils and as a result they do not always understand the context of their work. Planning is not sufficiently detailed to ensure that pupils of all levels of attainment make maximum progress in their lessons. Analysis of work shows that literacy is not used effectively to promote learning, and in particular writing tasks are not matched closely enough to pupils' levels of attainment. Some outside visits are arranged although the use of visits to museums and local historical sites is underdeveloped.
102. The subject is satisfactorily led and managed by the co-ordinator. The scheme of work is based on national guidance but the full impact of this on pupils' learning has yet to be felt to a significant degree. There is no system for assessing or recording pupils' progress and the monitoring of teaching and learning is underdeveloped. The use of ICT to enhance learning is underdeveloped. Marking of pupils' work is inconsistent and rarely includes comments that can help the pupils to improve on their work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

103. The last full inspection made no judgement about pupils' attainment. Current standards are below national expectations by the end of Year 2. Overall pupils' achievement is unsatisfactory. This is due to a number of factors. Since the last inspection the school has rightly focused on raising standards in English and mathematics and as a result, insufficient time has been allocated to teaching the subject. Also, resources are inadequate. Consequently not all aspects of the subject are covered and pupils are not getting their entitlement. The school recognises this and has identified ICT as an area for improvement. Resources are slowly improving and the school has recently established a small ICT area with four computers in the refurbished library. There has also been a concerted effort to raise staff awareness, confidence and expertise.
104. The teaching of ICT has improved in the Foundation Stage and this has had a positive impact on the attainment of the current Year 1 pupils, which is at the level expected nationally. In Year 2, pupils skilfully use a mouse for pointing, selecting, dragging and moving items around the screen. Most show familiarity with the keyboard functions, such as the 'return key' for a new line and 'caps lock' for a capital letter when word processing simple sentences while higher attaining pupils confidently use a graphics program to enhance their work. Despite this, too few pupils by the end of Year 2 are aware of the use of computers to draw graphs. Many have a very limited understanding about aspects of control technology and generally do not use the computer to store or present data. Pupils' previous work showed that the use of ICT has yet to make a significant impact on pupils' learning in all subjects of the curriculum.
105. Pupils' attitudes to ICT lessons are rarely less than satisfactory, and usually good. They listen attentively to teachers' instructions and act upon them enthusiastically. Pupils throughout the school are well behaved while working, and they display interest in their work. Pupils collaborate well, and pupils with special educational needs or with English as an additional language benefit well from the support of their peers as well as from the teachers and caring support assistants. All pupils treat the equipment with appropriate respect.
106. Overall, the quality of teaching is unsatisfactory because not all aspects of the subject are taught and too few opportunities are provided for pupils to build upon the skills they bring from home. As

a consequence, learning is unsatisfactory and pupils do not acquire adequate ICT skills. Although the subject knowledge of most teachers has improved since the last inspection and there is a developmental scheme of work in place, teachers' plans do not contain sufficient detail to show how skills will be practised and built up consistently. There is little detail to show how higher attaining pupils will be stretched and challenged. Overall, teachers miss many opportunities in daily lessons to ensure that ICT is used to support pupils' learning.

107. The co-ordinator provides satisfactory leadership and management of the subject. She offers support to colleagues in planning and teaching, but has had no opportunity to monitor teaching and learning in order to share good practice and help teachers identify opportunities for the wider use of computers. Some classes have rotas to record pupils' experiences on the computer and to provide a check of what has been done. However, teachers do not have a clear picture of what individual pupils know and can do, and do not, therefore, know the skills and understanding that the pupils need to develop next. Overall, assessment is currently unsatisfactory and rightly identified by the co-ordinator as an area for development. There is an after-school computer club, which is already beginning to make a sound contribution to pupils' learning. An audit analysis of the needs of the subject and an effective action plan provide a sound basis for the future development of the subject.

MUSIC

108. Too few lessons were observed, and too few other musical activities seen, to make a secure judgement about pupils' achievements or their attainment by the end of Year 2 or about the overall quality of teaching. However, in the lessons observed attainment was in line with expectations and the quality of teaching was satisfactory. The school benefits from a specialist music teacher who teaches throughout the school. Some teachers teach their own classes. In most lessons, all pupils are given similar opportunities and make satisfactory progress.
109. In the lessons observed, there was thorough planning and preparation. The lessons were well resourced. Pupils made satisfactory progress. However, in one lesson, more insistence on good behaviour was needed and in another more emphasis was needed on pupils' producing better quality work when playing percussion instruments. Care was taken to ensure that all pupils had an opportunity to participate. Pupils took turns well. In one lesson the teacher and teaching assistant worked very well together to lead and support the lesson. The pupils responded well to this.
110. The leadership and management of music are satisfactory. The subject leader is very enthusiastic about the subject. She has developed very good opportunities for pupils to perform and develop their social skills at the same time. Pupils have the opportunity to perform at the biennial ' Village Proms', at the National Festival of Music for Youth, on visits to local residential homes and at special assemblies. The scheme of work for music is currently based on national guidance. A good revised scheme has been developed for the autumn term and plans are in hand to complete the whole revision soon. Since the last inspection more centrally based and class based instruments have been purchased although the school recognises that there is still need to extend the range instruments from other cultures. Pupils in Year 2 have the opportunity to take part in the choir and recorder extra-curricular clubs which contribute well to their cultural and social development. Assessment procedures are at an early stage of development and ICT is not yet being used to support music.

PHYSICAL EDUCATION

111. By the end of Year 2, pupils' attainment matches the level expected nationally and pupils achieve satisfactorily. In the last full inspection standards were above national expectations. Although it was not possible to see all aspects of the curriculum, it is clear from teachers' planning that statutory requirements are met.
112. Pupils in Year 2 have a satisfactory understanding of how to exercise safely and the importance

of 'warming up' and 'cooling down' exercises. They confidently vary their movements when travelling around different obstacles in gymnastics lessons. They choose to run, jump, roll, crawl and spin in order to move in different ways, balancing and using the space well. Pupils with special educational needs or with English as an additional language are able to join in the activities and their vocabulary of physical movement is developing satisfactorily.

113. The quality of the teaching is satisfactory and has some good points. Pupils are carefully and safely managed and relationships are good. Teachers intervene appropriately to emphasise key skills and good use is made of support staff to help pupils to improve their technique. However, there are weaknesses in the organisation of some sessions, which restrict pupils from making better progress. In these sessions pupils spend too much time waiting their turn on teachers do not encourage higher attaining pupils sufficiently to extend or consolidate their learning through evaluation.
114. The subject is led and managed satisfactorily. The school recognises the need to review both procedures for monitoring the quality of teaching and learning and for assessing and recording pupils' progress. The developmental scheme of work, based on the latest national guidance, is the focus for curriculum planning and ensures that learning develops systematically from year to year. Extra-curricular provision continues to make an important contribution to pupils' personal and social development. Pupils have the opportunities to participate in a range of after-school activities, including gymnastics, football, country and maypole dancing clubs.

RELIGIOUS EDUCATION

115. At the end of Year 2, standards are in line with the requirements of the local agreed syllabus. This reflects an improvement in the findings of the previous report where standards at the end of Year 2 were deemed to be below expectations. Pupils now have better opportunities to learn about the richness and diversity of world faiths. Throughout the school, all pupils, including those with special educational needs or for whom English is an additional language, make at least satisfactory progress.
116. As a result of sensitive teaching, pupils learn to respect the religious beliefs and traditions of others. By the end of Year 2, pupils show a satisfactory understanding of the richness and diversity of different religions by looking at, for example, Christianity, Islam and Judaism. Teachers work hard to ensure that pupils learn not only about different religions but also from religions. Pupils in Year 1 think about the people who are special to them and draw and colour pictures to represent their place in their family. They are aware of some of the religious festivals throughout the Christian year such as Harvest and know that this is a special time when Christians say 'Thank you' to God for the harvest. They visit the local church and through mock baptism are beginning to understand the rites of passage within the Christian tradition. In Year 2, pupils know that Jesus is a special person to Christians and learn about the secular and religious symbols associated with the celebration of his birthday. They know that books, such as the Bible and the Koran, have special significance for Christians and Muslims and that care and respect is shown when handling these books. Previous work indicates that pupils have a good knowledge and understanding of Islam and know, for instance, that the Islamic pilgrimage, known as the Haj, is very important to Muslims and understand that the Five Pillars are the rules that all Muslims must follow.
117. The quality of teaching and learning is satisfactory overall, although during the inspection some good teaching was seen. Most teachers are developing confidence and increasing their subject knowledge to enable them to interpret and teach the curriculum. This is an improvement since the last inspection. Where teaching is good teachers use a range of strategies to motivate pupils and lessons are well planned to take account of pupils' prior knowledge and experiences. This was well demonstrated in a good Year 2 lesson, where the teacher's imaginative teaching led to pupils' consolidating their knowledge and understanding of religious and secular symbols associated with Christmas. Skilful questioning enabled the teacher to assess pupils' knowledge and understanding of past and present work and good opportunities were provided for pupils to

explain why they had sequenced their cards in a specific order. This enhanced their speaking and listening skills and as a result, good learning took place. In all sessions teachers manage pupils well and the positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work. However, insufficient emphasis is placed on recording, especially in Year 2, which would allow pupils to consolidate their thoughts and learning through applying literacy skills. Previous work indicates that teachers are not always specific enough about the amount of work expected or the standard of spelling, handwriting and presentation; as a result learning, especially of higher attaining pupils, is always not as good as it could be.

118. The subject is satisfactorily managed and the co-ordinator is keen to make further improvements. There is a clear action plan for the continued development of the subject. The recently implemented agreed syllabus provides helpful guidance to support teachers when planning. However, neither the short or medium-term plans identify the provision for pupils of different levels of attainment. Resources are adequate and teachers are beginning to make greater use of them. Good use is made of resources within the locality, for example, through visits to the local church, links with the parish priest and members of families from a range of faiths, to promote learning. However, the opportunity to visit different places of worship has not been capitalised upon. Monitoring of the quality of teaching and learning to help raise standards and share good practice is underdeveloped, although plans are in hand to do so soon. The use of ICT to enhance religious education is limited and formal procedures for assessing pupils' attainment are not in place. The quality of marking varies widely. Pupils' work is generally marked with a tick, but there are few constructive comments suggesting how the work might be improved. Overall, the school has made satisfactory improvement since the last inspection and has a secure base from which to further develop the subject.