

INSPECTION REPORT

OLIVER TOMKINS CE (VA) INFANT SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126443

Headteacher: Mrs. P. Summers

Reporting inspector: Miss M. A. Warner
17288

Dates of inspection: 7th – 10th October 2002

Inspection number: 248781

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	Beaumaris Road Toothill Swindon Wiltshire
Postcode:	SN5 8LW
Telephone number:	01793 870471
Fax number:	01793 878577
Appropriate authority:	The governing body
Name of chair of governors:	Mr. R. Green
Date of previous inspection:	3 rd November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	M. A. Warner	Registered inspector	Science Geography History English as an additional language Equal opportunities	Information about the school The school's results and pupils' achievements How well pupils are taught? Spiritual, moral, social and cultural provision How well the school is led and managed? What the school should do to improve further?
9999	R. Orme	Lay inspector		Pupils' attitudes, values and personal development How the school cares for its pupils? The school's partnership with parents Accommodation
22990	C. B. Furniss	Team inspector	English Information and communication technology Art Design and technology	The curricular and other opportunities offered to pupils

23055	W. Lucas	Team inspector	Mathematics Music Physical education Foundation stage curriculum Special educational needs	Assessment
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The inspection contractor was:

PkR Educational Consultants Ltd

6 Sherman Road
Bromley
Kent
BR1 3JH

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oliver Tomkins Church of England Infant School is in Swindon and is on the same site as the Church of England Junior School. The infant school is about average size for primary schools nationally with 253 pupils, aged 3 to 8, on roll. Forty-eight children are in the nursery. Children enter the nursery with standards that are, overall, average but they have a wide range of attainment, with some children of high attainment and many who are average and below average. Eleven per cent of pupils are entitled to have free school meals which is broadly average. Five per cent of pupils speak English as an additional language which is higher than most schools. The number of pupils identified as having special educational needs is 15 per cent which is below the national average. The number of pupils who have formal statements of need is also below the national average at 0.4 per cent. In 2000, the school was awarded the DfES 'School Improvement Award'. It also holds the 'Investors in People Award' and has recently been awarded the 'Basic Skills Quality Mark' for the second time.

HOW GOOD THE SCHOOL IS

Oliver Tomkins is an effective school and gives good value for money. A particular strength of the school is the enriched curriculum. Pupils have good attitudes to learning and achieve well. By the time they leave the school standards are in line with what is expected of pupils of this age, with the number reaching the expected level in writing and science slightly higher than the national average. In mathematics it is below the national average. The quality of teaching, often by relatively new members of staff, is good but has not yet had time to improve all standards. The headteacher has given very strong and supportive leadership over a time of considerable change.

What the school does well

- Science, art, singing and dance are strengths of the school.
- The nursery provides children with a very good start to education.
- The school provides a broad, balanced and relevant curriculum which is enriched by an imaginative use of visits, visitors, after school clubs and very good quality displays.
- Teaching is good overall and there are examples of very good and excellent teaching.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Relationships in the school, at all levels, are very good.
- The very good procedures for the care of pupils are used very well in the daily life of the school.
- The headteacher provides very strong and supportive leadership, assisted by her deputy headteacher, which has enabled the school to develop through a period of considerable change.

What could be improved

- Standards in writing and mathematics, when the numbers of pupils reaching the higher level are included in the overall average, are below the national average.
- Pupils have difficulty in explaining how they work out their answers in mathematics.
- There are insufficient opportunities planned for pupils to use their information and communication technology skills across the whole curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1997 there have been improvements in all three of the key issues. Curriculum planning has greatly improved. The match of work to pupils' attainment has improved, although the questioning of pupils is not always sufficiently challenging. Job descriptions now formally establish senior managers' roles and responsibilities which are carried out very well.

Standards have improved in writing, art, music and physical education. There have been considerable improvements in the quality of teaching, the provision for the Foundation Stage, the quality and range of the whole curriculum, the range of activities to meet the needs of pupils with special educational needs,

pupils' attendance, support and guidance and the school's partnership with parents and their views of the school.

STANDARDS

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

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

Key

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

In the National Curriculum tests in 2002, standards in reading were in line with the national average and those of similar schools. In writing and mathematics they were below the national average and those of similar schools. Teacher assessments in science were above at the expected level 2 and below at the higher level 3.

Reading results were similar to the previous year but not as high as in 2000 when they were well above average. Writing results are similar to results in 2001 which are lower than in 2000. Results in mathematics have fluctuated over the years; 2002 results are better than 2001 but not as high as in 2000 when they were well above average.

Children enter the nursery with standards that are average overall. There is a wide range of attainment, with some children of high attainment and many who are average and below average. Whilst the school finds it hard to raise the standards of those who are just below average, those with special educational needs make good progress and higher attainers in 2002 achieved well in the reading tests at the end of Year 2. Overall, the majority of pupils, including those with English as an additional language, make good progress and achieve well by the time they leave the school.

In English, inspection evidence shows that pupils are developing listening skills well but speaking skills are less well developed. In reading, although some pupils can sound out individual letters, they find it more difficult to put sounds together. There are now good opportunities for pupils to develop their extended writing in a variety of ways. In mathematics, inspection evidence shows that standards are now in line with what is expected of pupils of their age. However, pupils lack the strategies needed to think through problems for themselves, and this prevents them from making the progress they could. In science, standards seen during the inspection were above what is expected of pupils of this age.

Strengths in subjects are in reading, science, art, singing and physical education where standards are above average and in dance where they are well above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are eager to take part in all the activities provided. They are usually keen to learn, but sometimes they are restless when sitting on the carpet and this can interrupt the flow of the lesson. Pupils are happy to talk about their work.
Behaviour, in and out of classrooms	Pupils' behaviour is good overall, and it is very good in assembly. Behaviour is not so good when pupils are not directly supervised.
Personal development and relationships	Good relationships are a strength of the school. However, whilst pupils generally show care for each they do not always understand the impact of their actions on others. Pupils are able to exercise personal responsibility when they are given the chance but they could be given more opportunities to take initiative.
Attendance	Pupils' levels of attendance are satisfactory and in line with the national average. The amount of unauthorised absence has been reduced to national levels since the last inspection by careful use of computerised monitoring.

TEACHING AND LEARNING

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

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

Teaching in three quarters of lessons was good and there were examples of very good and excellent teaching in the Foundation Stage, science, history and dance. There was no unsatisfactory teaching. This is a considerable improvement on the last inspection when there was unsatisfactory teaching and only half the lessons were good or better.

The quality of teaching is good in English and literacy, mathematics and numeracy and science, and is very good in the Foundation Stage and physical education. It is excellent in dance. Almost all aspects of teaching are good, with teachers' planning a particular strength. Generally teachers have good subject knowledge, use effective methods and manage pupils well. Support staff are well deployed and time is mainly used well, although lessons, such as science and geography, are sometimes too long for Year 1 pupils in mixed classes.

Areas for improvement in teaching are in the developing of pupils' thinking and problem solving skills, through more challenging questioning in mathematics, and in improving the presentation of pupils' work in science and geography. In geography and history teachers do not always monitor the outcomes of different groups satisfactorily and work by some pupils is not always completed. In history not enough emphasis is given to how pupils become historians; however, in geography and science this approach is well promoted. Some teachers do not have adequate expertise in information and communication technology and do not sufficiently plan for its use across the whole curriculum.

Pupils learn well. Strengths in pupils' learning are in their acquisition of skills, knowledge and understanding and in their own intellectual, physical and creative effort which are all good. Their productivity and pace of learning are satisfactory. Their interest, concentration and independence are good in the Foundation Stage and satisfactory in Years 1 and 2. Their knowledge of their own learning is satisfactory across the school. Pupils with special educational needs learn well and make good progress towards their individual targets. Pupils with English as an additional language learn well and

make satisfactory progress in line with their peers. The school meets the needs of the majority of pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, balanced and relevant to the lives of the pupils. It is enriched by a good number of visitors, by close involvement in the community and by a much wider range of extra curricular activities than is normally available in an infant school.
Provision for pupils with special educational needs	Good. The school provides well for pupils with special educational needs. They are supported well and make good progress.
Provision for pupils with English as an additional language	Satisfactory. Pupils who speak English as an additional language are supported well by class teachers and classrooms assistants; however, there is no bilingual provision for those who are at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for their spiritual development is a high priority and the school promotes this in a number of imaginative ways. Pupils' moral and social development is promoted well in the daily life of the school and in lessons. Opportunities for promoting their cultural development, especially for an infant school, are also very good.
How well the school cares for its pupils	Very good. Careful and consistent use of health, safety and welfare procedures ensures that pupils are cared for very well.

The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very strong and supportive leadership, assisted by her deputy headteacher. There is effective leadership and very good team work by all those with areas of responsibility.
How well the governors fulfil their responsibilities	Satisfactory. The majority of the governors are relatively new. They have the potential to be very effective.
The school's evaluation of its performance	Very good. The school has excellent systems in place for producing the annual school development plan. It evaluates its performance very well.
The strategic use of resources	Good. The financial forecast produced by governors gives a clear indication of resources available over the next four years.

The school is well staffed and mainly has good quality learning resources and accommodation. One outside mobile classroom, in poor condition, is to be replaced by an extension to the main building. The school is beginning to apply the principles of best value but this has not been developed fully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good and their children make good progress at school. • Their children like school and are well behaved. • The school is well led and managed. • There have been excellent information sessions for parents. • Parents are given plenty of opportunities to discuss their child's progress. • The induction meeting for new pupils and their parents is very successful and is much appreciated. 	<ul style="list-style-type: none"> • They would like to be clearer about what extra-curricular activities are available, especially for Year 1. Instrumental music, a foreign language and sport are ones that some parents would particularly appreciate. • Some parents would like their children to have number work for homework as well as the reading and spelling that they are given.

Eight parents attended the parents' meeting. Seven parents wrote additional comments on the questionnaires almost all of which were very positive.

Some parents feel that there are not enough activities after school. However, inspectors judge that the range of clubs provided one afternoon each week, which include choir and recorders, is more than is usually seen for similar aged pupils and the curriculum is enriched by many other activities. The inclusion of number work for homework would be a positive addition.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Standards are highest in reading, science, art, singing and dance.

Area for improvement

- Pupils' ability to solve problems in mathematics.

Results and performance data.

1. In the National Curriculum tests in 2002, standards in reading were in line with the national average, overall. The percentage of pupils reaching the higher level 3 in reading was above the national average. In writing, the percentage of pupils reaching the expected level 2 was above the national average, whereas the percentage reaching the higher level 3 was below the national average, bringing the overall result below the national average. In mathematics, the percentage reaching both the expected level 2 and the higher level 3 was below the national average. The results of teacher assessments in science were above the national average at the expected level 2 but below at the higher level 3. The school's results when compared with similar schools are the same as the results when compared with schools nationally.

Trends over time.

2. Reading results were similar to the previous year but not as high as in 2000. Writing results are higher than both the 2000 and 2001 results when they were in line and below the national average respectively. Results in mathematics have fluctuated over the years, but the 2002 results are an improvement on the 2001 results when they were well below average. They are not as high as the 2000 results, when they were well above average. Results in science in 2002 were similar to results in 2001. Overall, standards in the three subjects are similar to those found during the previous inspection.

Standards during the inspection.

3. English standards have improved since the last inspection. Inspection evidence, in English, shows that pupils are developing listening skills well but speaking skills are less well developed. In reading, although some pupils can sound out individual letters, they find it more difficult to put sounds together. However, pupils have a sound knowledge of book skills for research and enjoy reading at school and at home. There are good opportunities for pupils to develop their extended writing in a variety of ways. In mathematics, inspection evidence shows that standards are in line with what is expected of pupils of their age. However, pupils lack the strategies needed to think through problems for themselves, and this prevents them from making the progress they could. Overall, mathematics standards are similar to the previous inspection. In science, standards are above what is expected of pupils of this age which is a little higher than those found at the last inspection.

How well pupils achieve.

4. Children enter the nursery with standards that are average overall. However, there is a wide range of attainment, with some children of high attainment and many who are average and below average. In all three subjects, reading, writing and mathematics, the percentage of pupils reaching slightly higher than expected level 2b is below the national average. Whilst the school finds it hard to raise the standards of those who are just below average, those with special educational needs make good progress and higher attainers in 2002 achieved well in the reading tests at the end of Year 2. Overall, the majority of pupils, including those with English as an additional language, make good progress and achieve well by the time they leave the school, with an above average number of pupils reaching the expected level 2 in writing and science and an average number reaching the expected level 2 in reading. There is no significant difference between the attainment of boys and girls.
5. Strengths in subjects are in science, art, singing and physical education where standards are above average and in dance where they are well above average. In these subjects most pupils achieve well but more use could be made of information and communication technology across the curriculum.
6. Pupils with special educational needs make good progress towards the targets set in their individual educational plans and are well supported by adults in the classroom. They achieve well. Priorities in the school have included raising the standard of the lowest attainers. This is being achieved through careful, detailed assessment and through monitoring pupils' difficulties from the early stages in the nursery to the end of Year 2. The very good transitional arrangements which exist between classes ensure that teachers receive the necessary information to enable them to prepare work matched to the pupils' different attainments.
7. Pupils with English as an additional language learn well and make satisfactory progress, in line with their peers. Two pupils are at the early stage of learning English and the school's support of them is satisfactory. However, there is no bilingual support to increase their speed of English language acquisition and their understanding of lessons, nor to provide pastoral support when they are unable to understand or converse in English.

Pupils' attitudes, values and personal development

Strengths

- Relationships are very good at all levels.
- Pupils are keen to learn.
- Behaviour is good.

Pupils' attitudes to school.

8. Pupils enjoy school and are eager to take part in all the activities provided. Nearly all wear the correct uniform. Weekly after-school clubs are much enjoyed. They are keen to learn but sometimes they are restless when sitting on the carpet and this can interrupt the flow of the lesson. Pupils are happy to talk about their work. This is similar to the previous inspection.

Pupils' behaviour.

9. Pupils' behaviour is good overall, and it is very good in assembly. Behaviour is not so good when pupils are not directly supervised. For example, pupils can jostle and push each other when lining up if a member of staff is not close by. However, pupils understand the expected standard of behaviour and nearly all try hard to achieve it. The delightful displays around the school are treated with care and respect. There was no evidence of oppressive behaviour during the inspection.

Pupils' personal development and relationships.

10. Relationships are a strength of the school. At all levels these are very good. Generally pupils show care for each other because staff devote time to teach children to value other people. However, pupils do not always understand the impact of their actions on others. Lunchtimes are sociable occasions when pupils like chatting to each other. They enjoy warm relationships with the midday supervisors. They talk to visitors with enthusiasm and confidence, and it is a pleasure to visit the school.
11. Pupils understand the rules of the school. They are keen to have their name recorded in the Gold Book for making a special effort to meet the weekly behaviour target. Pupils' spiritual development is good, reflecting the school's effective and imaginative approaches to promoting this. Pupils attend assembly with a clear perception that it is a special part of the school day, and they participate well. Pupils are able to exercise personal responsibility when they are given the chance but they could be given more opportunities to take initiative.

Attendance.

12. Pupils' level of attendance is satisfactory and in line with the national average, which is similar to the previous inspection. The amount of unauthorised absence has been reduced to national levels since the last inspection by careful use of computerised monitoring.

HOW WELL ARE PUPILS TAUGHT?

<p>Teaching and Learning</p> <p><i>Strengths</i></p> <ul style="list-style-type: none">• Teaching is good overall and there are examples of very good and excellent teaching in the Foundation Stage, science, history and dance. <p><i>Areas for development</i></p> <ul style="list-style-type: none">• Pupils' find it difficult to explain how they work out their answers in mathematics

The quality of teaching.

13. Teaching is good overall and there are examples of very good and excellent teaching in the Foundation Stage, science, history and dance. In the 40 lessons observed, teaching was very good or better in 15 per cent, good or better in almost 72 per cent and satisfactory or better in all lessons. There was no unsatisfactory teaching. This is a considerable improvement on the last inspection when there was unsatisfactory teaching and only half the lessons were good or better.
14. The quality of teaching is good in English and literacy, mathematics and numeracy and science, and is very good in the Foundation Stage and physical education. It is

excellent in dance. Almost all aspects of teaching are good, with teachers' planning as a particular strength. Generally, teachers generally have good subject knowledge, use effective methods and manage pupils well. Support staff are well deployed and time is mainly used well, although lessons, such as science and geography, are sometimes too long for Year 1 pupils in mixed classes. Teachers make good use of display to promote pupils' learning.

15. Areas for improvement in teaching are in the development of pupils' thinking and problem solving skills in mathematics through more challenging questioning, and in improving the presentation of pupils' work in science and geography. In geography and history teachers do not always monitor the outcomes of different groups satisfactorily and work by some pupils is not always completed. In history not enough emphasis is given to how pupils become historians but in geography and science this approach is well promoted. Some teachers do not have adequate expertise in information and communication technology and do not sufficiently plan for its use across the whole curriculum. Whilst inspectors judge that the use of homework is good, the inclusion of numeracy homework on occasions, as suggested by parents, would be a positive addition.
16. Teaching meets the needs of most pupils satisfactorily. Those with special needs are suitably supported by class teachers and support staff. When planning, teachers are guided well by pupils' individual educational plans which clearly set out appropriate targets for improvement. Intensive focused teaching is provided for pupils who are judged to achieve Level 2c or below by the end of Year 2 in the National Curriculum tests. This has proved to be a successful initiative as most of these pupils performed better in the end of Year 2 tests than was originally projected. Pupils with special educational needs are fully integrated into classroom practice.

How well pupils learn and make progress.

17. Strengths in pupils' learning are in their acquisition of skills, knowledge and understanding and in their own intellectual, physical and creative effort which are all good. Their productivity and pace of learning are satisfactory. Their interest, concentration and independence are good in the Foundation Stage and satisfactory in Years 1 and 2. Their knowledge of their own learning is satisfactory across the school. Pupils with special educational needs learn well and make good progress towards their individual targets. Pupils with English as an additional language learn well and make satisfactory progress in line with their peers. The school meets the needs of the majority of pupils well.
18. Support staff working with pupils who have a formal statement of need work effectively, helping them to have full access to the whole curriculum. As a result, these pupils learn well and make sound progress.

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

Strengths

- The curriculum is broad, balanced and relevant to the lives of the pupils. It is a particular strength of the school.
- Provision for extra-curricular activities, including links with the community and business, is excellent.
- Provision for pupils' personal development including their spiritual, moral, social and cultural development is very good.

Area for development

- The use of information and technology across the whole curriculum

The quality and range of opportunities for learning provided by the school for all pupils, including whether statutory requirements are met.

19. The quality and range of opportunities for learning are good for pupils in Years 1 and 2. They are enriched by very good links with the community and very good relationships with other schools and colleges. All statutory requirements are met, including the provision for religious education and a daily act of collective worship. Policies, including those for sex education and drugs education, are in place. The fostering of pupils' personal development is good and provision for extra curricular activities is excellent. The key issues arising out of the last report in 1997 have been addressed and curriculum planning procedures are good. The headteacher has a good overview of the whole curriculum. Improvement since the last inspection is good.
20. The National Literacy and Numeracy Strategies have been effectively introduced and these are having a positive impact in maintaining and raising standards. There is an emphasis on full inclusion and equality of access to learning in both the documents and planning of the school and this was generally evident during the inspection. Given the broad range of pupils' abilities and the mixed Year 1 and Year 2 classes, on occasions there could be a more conscious effort to involve all pupils in lessons. For example, more targeted questions and answer sessions would involve all pupils rather than just those who keep putting their hand up.
21. The requirements of pupils with special educational needs are well met. They have good equality of access to all areas of the curriculum, including after school clubs. In conjunction with the special needs co-ordinator, teachers write clear and precise individual educational plans which contain appropriate and attainable targets. Good planning and effective use of resources enable these pupils to work successfully towards their identified targets.
22. The curriculum is enriched by a good number of visitors, by close involvement in the community and by a much wider range of extra curricular activities than is normally available in an infant school. A local company produced a high quality nursery brochure. Part of Honda's cultural outreach involved a number of Japanese ladies visiting the school and working with pupils on calligraphy, costume and origami etc. W. H. Smith, Thames Water, Lydiard Trust and the Bible Society have all been involved in supporting the school in a variety of ways. The school has benefited from regularly having students from colleges, students from secondary schools and pupils from the junior school as well as artists, theatre groups and the frequent input from the local church. Involvement in Creative Arts Week, the Flower Festival, an annual Book Week, the Shakespeare Project and in the Christmas choir competition (in which they were the only infant school to take part) are some of the activities that have greatly enriched the curriculum for the pupils. Children's quotes have also been used for a commercial calendar and a school website is being set up in return. Weekly extra curricular

activities include, at various times, choir, recorders, art club, short tennis, outdoor activities, computer club and card making. Provision for extra-curricular activities is excellent.

23. There are good cross-curricular links, for example, during the inspection when a Years 1 / 2 geography lesson linked with information communication technology and design and technology. The school recognises the need to extend the use of information communication technology to support the whole curriculum and this is on the school's development plan.

How well the school provides for pupils' personal - including their spiritual, moral, social and cultural – development.

24. The provision for pupils' spiritual, moral, social and cultural development is very good. Provision for their spiritual development is given a high priority and the school promotes this in a number of imaginative ways. Displays around the school are of a very high quality, relationships are very good and pupils have good attitudes to learning. Provision through the environment, such as walks in the grounds and the newly established butterfly garden, promote a sense of awe and wonder, as do many lessons such as science investigations and poetry. The good teaching in the school promotes both pupils' self esteem and their spiritual development well. Assemblies are very well prepared and of a high quality. They help pupils to develop a sense of respect and an awareness of the beauty and goodness of God's world and of people around them.
25. Pupils' moral and social development is promoted well in the daily life of the school and through all lessons. Personal development is well developed through the very good relationships which teachers have with pupils and they are exemplary role models. Personal, social and health education is well planned and regularly taught, including circle time where pupils explore often difficult and sensitive issues. It was not possible to observe any circle times during the inspection week, but very good relationships and overall good behaviour permeate the school. Pupils develop good social skills in the positive working atmosphere in lessons, where they learn to work alongside each other and in collaboration. It was felt by the inspection team that pupils were not quite as well aware of the impact of their actions upon others as they might have been and this aspect of their development, although satisfactory, is less secure.
26. Opportunities for promoting pupils' cultural development, especially for an infant school, are very good. In subjects it is promoted well through English, art, geography, history and music. Visits to local historical places and visitors to the school also promote their cultural and multi-cultural understanding well. The school has a good range of multi-cultural and dual language books in the library.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- Careful and consistent use of health, safety and welfare procedures ensures that pupils are cared for very well.

- The schools assessment and monitoring of pupils' performance overall is very good.
- Attendance has been improved by the introduction of a computer system to monitor patterns of attendance.

Overall

- The school provides very good care for all its pupils.

The steps taken to ensure pupils' welfare, health and safety.

27. Teachers and support staff know pupils and their families very well. There are very good procedures in place for child protection and to meet the needs of 'looked after' children. The school has improved pupils' attendance by using a computer monitoring system effectively. The school has very good ways of promoting good behaviour but these are not used routinely enough in lessons to be fully effective. The Gold Book is an example of the way in which good behaviour is promoted. A small and specific target for behaviour for the whole school is chosen for each week, such as making sure that all four legs of a chair are kept on the floor, and pupils or classes who have achieved this particularly well have their names entered into the Gold Book at the end of the week. This very clear focus makes a significant contribution to improving behaviour.
28. The school has developed very good systems to ensure the health and safety of pupils and these are used consistently and to very good effect. The site manager makes a significant contribution to the safe and smooth running of the site. The school's very good procedures for the care of pupils are used very well in the daily life of the school.

The effectiveness of the school's assessment and monitoring procedures.

29. The schools assessment and monitoring of pupils' performance overall is very good. Procedures for the assessment of pupils' attainment and progress are very good in English, mathematics and science. Procedures are more limited in music, information and communication technology, and design and technology. The school has a clear and comprehensive assessment policy in place which is regularly reviewed. Apart from the statutory National Curriculum tests at the end of Year 2, pupils are assessed at the beginning and at the end of their time in the nursery and at the beginning and end of their year in the reception class. The results are analysed by age, gender and ethnicity. They also take account of those pupils where English is a second language. As a result of the analysis, teachers set learning targets for particular groups of pupils. Those who perform below a certain level in the assessments which are taken at the end of the nursery year and the beginning and end of reception, are identified as a target group and are tracked across the school. These pupils receive additional intensive focussed help for twenty minutes each day.
30. Assessment opportunities are included in the plans teachers make every term. In line with school policy, teachers keep up-to-date assessment profiles for all pupils which are referred to regularly when assessment targets are being met. These provide very good strategies which help teachers, classroom assistants and pupils to focus on improving aspects of learning. They focus clearly on the general needs of the class and on the particular needs of different pupils. Class examples such as, 'We are learning to understand words for length and time' are written up for all to see, while individual targets such as 'I will be able to count in 2's, 5's and 10's forwards and backwards from any given two digit number', are printed on individual cards and kept on the pupils' tables. All targets are directly related to what is being taught and are referred to during teaching sessions by adults and pupils.

31. Whilst the quality of questioning and intervention in lessons helps teachers to assess and evaluate the levels of pupils' understanding on a daily basis, it could be further improved to ensure that pupils are given the opportunity to think more about what they are learning, how they learn, and to assess for themselves what they have to do to make more progress.
32. Subject co-ordinators and the headteacher monitor pupils' books and their assessment folders on a termly basis. This enables the headteacher and co-ordinators to be aware of any significant changes in progress and so act accordingly. The quality of teaching and learning is also monitored regularly by the subject co-ordinators and by the headteacher. An oral and written feedback is given to each teacher. Strengths and areas for development are indicated in the feedback which helps them to improve their teaching. Photographic evidence is also kept by class teachers to indicate some of the activities that have been covered in different subjects. Some excellent examples illustrate mathematics, art, physical education, science, and music.
33. The marking of pupils' work is of a variable quality throughout the school, although some good examples exist. Generally, teachers' annotations do not give sufficient advice to pupils on what to do to improve or an indication of how the work was completed in terms of support. It is, therefore, under-used as an ongoing, manageable assessment tool.
34. Pupils with special educational needs are identified when they enter the nursery and teaching is suitably adjusted to suit their learning requirements. The school takes good care to ensure that these pupils make good progress. Their needs are appropriately checked and recorded regularly. The higher-attaining and most able pupils are also identified, based on assessment data, and targets are set for them as for other pupils. Mathematics resources at level 3 have been purchased for the more able Year 2 pupils and a governor has worked with an able pupil in Year 2 for mathematics, on a weekly basis. A pupil in reception, gifted in reading, joined Year 1 pupils for literacy and numeracy lessons and a Year 1 pupil has joined Year 2 pupils for the same lessons. Higher attainers are catered for very well.
35. The school takes good care to see that the progress of those pupils who have formal statements of special needs is appropriately checked and recorded at regular intervals. The progress they make is closely monitored by the co-ordinator and staff, and adjustments to their learning are made accordingly. The headteacher regularly informs the governing body about the results of the different assessments made in the school.

The effectiveness of the school's educational and personal support and guidance in raising pupils' achievement.

36. The ethos of the school and the consistent approach of the staff ensure that pupils receive very good personal support and guidance, making a positive contribution to the achievements they make. This is an improvement on the last inspection when it was judged to be good. Pupils' personal development is monitored very well and very good records are kept on individual pupils. Confidentiality is carefully observed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

<i>Strengths</i>

- Parents are given plenty of opportunities to discuss their child's progress.
- The induction meeting for new pupils and their parents is very successful and much appreciated.

Overall

- The school maintains a very positive partnership with parents and carers.

Parents' and carers' views of the school.

37. Parents express warm and positive views of the school. They feel comfortable about approaching the school with questions or concerns. Some parents feel that there are not enough activities after school, but the range of clubs provided one afternoon each week is more than is usually seen for similar aged pupils.

The effectiveness of the school's links with parents and carers.

38. The careful programme of induction for new pupils ensures that the school forges a very positive partnership with parents. The Learning Log Book for each class is a very successful way of promoting the idea of lifelong learning to parents and pupils alike. The school provides useful information about all aspects of its work and parents generally feel well-informed. Termly workshops are run by teachers for parents on different aspects of the curriculum but these are not very well attended. Annual reports provide parents with good information about their child's achievements, and formal consultations mean that parents can discuss any concerns. Teachers are also readily available by appointment to discuss more urgent matters. This is an improvement since the last inspection when the school's partnership with parents was judged to be good.
39. There are good opportunities for the parents of pupils with special educational needs to be kept up to date with their progress. Statutory requirements are met. Parents are confident that no pupil experiencing any difficulty will go without support while in the school.

The impact of the parents' and carers' involvement with the work of the school.

40. Parents make a significant contribution to the life and work of the school. Many parents volunteer to help in lessons, and during the inspection many were seen to make an effective contribution. They are well-briefed for this and they are given clear guidance about how to assist. Parents, including those with English as an additional language, accept invitations to accompany educational visits or help to develop the school grounds. Parents also offer to play the piano for assemblies, adding much to the pupils' enjoyment of these occasions. Parents help their children to complete homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The leadership of the headteacher, through a time of change, has been very strong and supportive.
- There is effective leadership and management through good team work at senior management level.
- There is an effective team of co-ordinators.
- The governing body has the potential to be effective.

- | |
|--|
| <ul style="list-style-type: none">• There is very effective day-to-day management of finances.• Procedures for producing the school development plan are excellent. |
|--|

How effectively the headteacher and key staff lead and manage the school.

41. The headteacher has given very strong and supportive leadership over a time of considerable change. She is ably assisted by her deputy head and has built up an effective team of middle managers. The last few years have been a time when support from governors and the local education authority has been minimal and yet the school achieved in 2000 the DfES award for School Improvement. It also holds the 'Investors in People Award' and has recently been awarded the 'Basic Skills Quality Mark' for the second time.
42. All those with management responsibilities carry them out very well. For example, the English and mathematics co-ordinators are knowledgeable and well informed and lead their subjects well. They monitor planning, teaching and standards of work and have a clear picture of the development needs of the subjects. The mathematics co-ordinator gives demonstration lessons to teachers in the LEA as well as in the school. Science is very well managed: the quality of monitoring is very good with assessments and evaluations being carried out regularly. In the foundation subjects, physical education is very well led and geography and history are well led. The management of information and communication technology are satisfactory with some staff development needed in each subject. Art and design and technology co-ordinators are new to their roles. All co-ordinators have good action plans and are enthusiastic to develop their own subjects.
43. The provision for pupils with special educational needs is managed very well, with good liaison between the special needs co-ordinator, class teachers and learning support assistants. The co-ordinator organises the identification, support and monitoring procedures effectively. The updated policy is in place and includes useful information on inclusion together with reference to the most recent code of practice. Detailed records, which evaluate and record pupils' learning, are available to all teachers and classroom assistants. Support for pupils is appropriately provided, both within the class and by withdrawal groups to the quiet room. Very good relationships have been built up over time with the various agencies and this, together with the very well organised and rigorous processes in place, ensure that pupils with special educational needs receive provision that is good.

How well the governing body fulfils its statutory responsibilities.

44. The governors' enthusiasm to contribute to the development of the school is considerable and is such that the potential of the governing body to be effective is very good. The majority of governors are new to their responsibilities and have yet to find out where the demarcation of duties lies. Clear boundary lines need to be drawn if the school is to be able to respond to their ideas and enthusiasms. Many of the governors are professionals who have considerable expertise in their own fields, including leadership, and whilst this could be of great value to the school it could also overwhelm those working there and prevent the school from functioning successfully. A satisfactory balance needs to be achieved. The governors are at present finding out what areas of school life are statutory and what are voluntary so that they can be in a position to make judgements when they hold the school to account for standards. They are confident, however, that the senior management team has a good understanding of what standards to expect from each cohort. The headteacher, who is very

experienced, is doing much to assist in the training of the governors in their new roles and encourages them to ask questions. Governors are aware that it is important to gain knowledge and build relationships before their role as a critical friend can be acceptable.

How well the school monitors and evaluates its performance.

45. The school has excellent systems in place for producing the annual school development plan. The governors evaluate the school development plan at the end of the year. Co-ordinators evaluate their subject action plan for the year at the end of the summer term and draw up a new one for the next year which is submitted to the headteacher in July. The headteacher evaluates these during the summer holidays and from these draws up a draft school development plan for the next years. This is submitted to staff and governors in the first half of the autumn term. The headteacher has plans to include parents and pupils in this process as the next stage of development. The school has also found the performance management system to be a very useful tool in evaluating the school's progress and results have been used very well to assist planning. The school evaluates its performance very well and uses this evaluation very well indeed for future planning.

The extent to which the school makes the best strategic use of its resources.

46. The day-to-day running of the school is very good and information and communication technology is used well in office and management administration. The school has responded satisfactorily to most of the requirements of the recent financial audit and is in discussion with the Local Education Authority on other points. The financial forecast produced by governors gives a clear indication of the resources available. Financial support from the Local Education Authority and the Diocese is very good. In addition the governors have drawn up a detailed forecast of expected spending over the next four years and this provides them with a clear view of where there could be shortfalls and how the present large, although falling, carry-forward of the budget will be spent. As a result, the governors have a very good strategic overview and plan for the school and the document is a useful tool for explaining the financial situation to governors and parents.

The extent to which the principles of best value are applied to the school's use of resources.

47. This is satisfactory. The school is beginning to apply the principles of best value but it has not yet been developed fully. Comparisons are made, for example, through informal consultations with other headteachers in the cluster group but not sufficiently with schools more widely. The awards the school has achieved demonstrate an ability to challenge what they do and the standards they reach. Parents have recently been consulted through three questionnaires but there are no formal structures for pupils' views to be taken into consideration. The school has a loan for an extension to be built to replace a mobile classroom and other grants are also used wisely. Staff and governors are encouraged to ensure that the school receives the most economic, efficient and effective service for the pupils.

The adequacy of staffing, accommodation and learning resources.

48. The school has a good number of well qualified and experienced teachers supported well by classroom assistants and an able nursery nurse. Learning resources in classrooms are of good quality and the outdoor learning resources are very good. The main accommodation is very good, well maintained and kept very clean, but one class is in a poorly maintained mobile classroom. The school has plans to replace this with an extension to the main building.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to continue and improve on the good quality education provided at the school, the governors, headteacher and staff should:

- Increase the number of pupils reaching the higher levels in writing, mathematics and science, by analysing what individual pupils need to do to improve, and then setting clear and focused targets for which to aim. (Paragraphs 1, 4, 5, 84, 92, 94, 107.)
- Ensure that pupils are given more opportunities and time, in mathematics, to explain how they have worked out their answers. (Paragraphs 15, 92, 95.)
- Plan for pupils to spend more time on using the information and communication technology skills that they have learned, across the curriculum. (Paragraphs 5, 23, 132.) (This has been identified on the school's development plan.)
- Improve pupils' thinking skills by asking a series of more challenging questions in all lessons. (Paragraphs 15, 22, 31, 125, 89, 92, 95, 96.)
- Improve teachers' expertise in information and communication skills. (Paragraphs 15, 130, 131, 135, 94, 119.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	23	11	0	0	0
Percentage	3	12	57	28	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

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)	24	173
Number of full-time pupils known to be eligible for free school meals	0	26

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	6	29

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	36	42	78

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	31	33
	Girls	37	40	38
	Total	65	71	71
Percentage of pupils at NC level 2 or above	School	83 (90)	91 (90)	91 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	34	35
	Girls	38	41	40
	Total	69	75	75
Percentage of pupils at NC level 2 or above	School	88 (94)	96 (94)	96 (96)
	National	85 (84)	89 (88)	89 (88)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	99	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	3	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.7
Average class size	28.8

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	150.2

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	3
Total aggregate hours worked per week	1.8
Number of pupils per FTE adult	6

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	492632
Total expenditure	461103
Expenditure per pupil	2341
Balance brought forward from previous year	72131
Balance carried forward to next year	103660

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	71	27	0	2	0
Behaviour in the school is good.	65	32	0	0	3
My child gets the right amount of work to do at home.	56	30	6	2	2
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	64	32	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	3	0	0
The school expects my child to work hard and achieve his or her best.	67	26	3	0	3
The school works closely with parents.	59	33	8	0	0
The school is well led and managed.	79	18	0	0	2
The school is helping my child become mature and responsible.	73	23	2	0	2
The school provides an interesting range of activities outside lessons.	32	35	9	5	12

Other issues raised by parents

- Some parents feel that there are not enough activities after school, but inspectors judge that the range of clubs provided one afternoon each week is more than is usually seen for similar aged pupils and the curriculum is enriched by many other activities.
- Parents would also like their children to have numeracy homework as well as reading and spelling. Inspectors judge that the inclusion of numeracy homework would be a positive addition.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Strengths

- The nursery provides children with a very good start to education
- Very good relationships between children, staff and parents.
- Provision of a wide range of high quality resources, both inside and outside.
- A balanced, broad and relevant curriculum.
- High quality displays which reflect and celebrate children's work and provide a stimulating environment for the children.
- Good, imaginative teaching.
- Very good planning and assessment of children.

Priorities for development or improvement

- To maximise the effect that all-adult intervention has on raising standards of achievement across the curriculum.

50. Since the last inspection the provision for the Foundation Stage (the nursery and reception classes), has improved. Since that time a fully equipped nursery class has been opened where fifty children attend. The nursery and the two well-established, well-organised reception classes make up the provision for the early years. The overall good teaching is having a positive impact on the children's learning. Children in the nursery attend for a morning or afternoon session with the youngest attending every morning.
51. Children who enter the nursery have a wide range of ability. A minority have poorly developed skills in speaking and listening, mathematics and personal and social skills. A small group is already achieving or are about to achieve the Early Learning Goals (the standards expected nationally of children entering statutory education at the age of five). However, most children's attainment is in line with what is expected at this age. This is confirmed by the initial assessments conducted with these young children by the nursery teacher and nursery nurse on visiting the children's homes prior to them starting.
52. By the time they enter the reception classes, most children achieve as well as expected for children of this age in all areas of development. This is as a result of good teaching. A few children will have exceeded the early learning goals in reading. In physical education, where the teaching is very good, almost all children will have exceeded their early learning goals. Children's achievement in the nursery and reception classes is satisfactory overall, including those children with special educational needs. Progress is good in the nursery as a result of the high quality provision and varied, interesting opportunities offered, together with the very good adult intervention and interaction with children when they are working and playing. The progress of the children in the reception classes is satisfactory. There are no differences of achievement between boys and girls. Those of differing ethnicity make satisfactory progress. Those identified as having special educational needs make good progress towards their individual targets.
53. Children join the nursery when they are three. The curriculum provision is good and is the same for both sessions. They enter the reception classes in the September of the year they become five. Relationships with parents are very good and this helps children to settle quickly. Teachers, nursery nurses and supports assistants forge

good, trusting relationships with parents and carers, who receive good information about what their children are learning. Parents are welcomed as partners in the education of their children and books are taken home regularly to share.

54. The Foundation Stage is very well led and managed. Detailed planning ensures that that the Foundation Stage curriculum is securely based on the nationally recommended six areas of learning for the nursery and reception children. Activities are planned to be relevant to the children's interests; for example, the current topic for the term in the nursery is 'autumn and change' while in the reception classes it is 'autumn and colour'.
55. Very detailed assessments are made when children enter the nursery, which are used to plan work that matches the children's learning needs. The nursery teacher and nursery nurse spend an hour with every child in his/her own home before he enters the class. This worthwhile investment enables the staff to begin to lay the foundations of mutual trust and respect with parents and children as well as giving the school an insight into the attainment of the children as they enter school. The detailed information is based on the stepping stones across the six areas of the early years curriculum. It gives the staff a very clear measure of attainment and an insight into the learning needs and interests of the child. This enables planning to be very well matched to children's needs on entry.
56. The achievements and progress of the children are continually assessed during their time in the nursery and reception classes, and the information which is gathered is used well to plan work that interests and challenges the children with different levels of attainment.
57. Weekly planning clearly identifies children's learning needs, which enables staff to focus on developing specific skills. Resources are of a very good quality, particularly those provided for outside activities. The butterfly garden, herb garden and extensive, attractive school grounds are valuable facilities for the enhancement of the curriculum and are well used. Children go for walks with a particular focus, depending on the topic currently being studied, for example, a "colour walk" when studying autumn or a "bug hunt" when studying mini-beasts. These activities contribute to the satisfactory progress made by the children by the time they leave the reception classes.
58. The Foundation Stage classrooms are of a good size for active learning with a very useful shared quiet room. This is used for group and individual work. One of the three classes does not have direct access to the outside facilities, with the result that children have to go through one classroom in order to get outside. An outside door would enable the class to make full use of the facilities without disturbing other children. Detailed plans are in hand to further improve the outside facilities through the addition of a covered area which will allow greater use of what is already a very good facility, during poorer weather. The frequency with which these outdoor facilities are used ensures that physical activities are promoted and children benefit from being given the opportunity to develop physically and socially and in their knowledge and understanding of the world.
59. Teaching is good overall in all areas of learning. There is little difference in the quality of teaching between the two reception classes because the less experienced teacher is well supported by her colleague and they regularly plan and teach together. A particular strength is the quality of teaching in the nursery class. The very good intervention and interaction between adults and children encourage children to concentrate for long periods of time. Adults provide good models for positive

behaviour and the correct use of language by using a wide range of vocabulary and well-structured sentences. They also ensure that children are encouraged to share and show consideration to one another. The result is that they make good progress in their first year in school. The good teaching is supported by a particularly good nursery nurse who maximises every situation to guide, support, encourage, and comfort appropriately, when working with groups of children. A good balance between directing and instructing the children and encouraging them to initiate their own games ensures that children learn both what they need to know whilst at the same time develop their creativity and independence. Conversations and carefully framed questions help children to clarify their thoughts and gain in knowledge as they play. A series of planned experiences and activities that are challenging but achievable promote children's learning.

60. Good use of 'task sheets' to help support assistants focus on the learning objectives of the lesson and good briefings prior to activities, such as hearing children read, ensures that staff time and expertise are maximised. Support assistants are also involved in assessing what children have learned. Despite the instructions given, there are occasions when opportunities to encourage pupils to use their initiative and think more deeply about the task are missed. For example, children mixing colours were not encouraged to wonder what would happen before they mixed two colours and then to test whether they were right. This omission resulted in opportunities for developing scientific as well as artistic skills being missed and their curiosity was not sufficiently nurtured.
61. Teaching strengths include the thorough assessment of children's work throughout the Foundation Stage classes and the use of assessments to help pupils overcome their difficulties. Teachers' technical competency in teaching the basic skills is good. There is a good balance between work that the teacher leads and that which children choose to do themselves.

Personal, social and emotional development

62. The majority of children enter the nursery class with skills expected for their age in their personal and social development, although there are a number who are adversely affected by having particular emotional needs as a result of home circumstances. However, they make good progress in this area because of the skilful teaching and the very good procedures for monitoring and supporting pupils' performance and personal development.
63. By the end of the reception year, most children will have achieved personal skills expected for their age. The children have positive attitudes to their learning; they enjoy coming to school and form good relationships with the staff. Older children work with increasing confidence. A minority of children in the nursery can already dress and undress themselves for physical education without adult help. Routines are well established and the nursery staff regards setting rules regarding behaviour and being polite to one another important objectives at the nursery stage. In reception children are clear about what is right and what is wrong and know the repercussions if they misbehave. The Golden Rules system serves to illustrate that good behaviour results in their names being put on the golden square. Those who are issued with warnings move on to the traffic lights. All children including those with special educational needs are very aware of the system and are very keen to keep their name on the Golden Square and off the traffic lights.

64. Children's concentration in group and class sessions increases as they get older. For example, a group of older boys in the nursery concentrated on the task of building a Noah's ark for most of the session. Many children persevere and stay on task when working at a chosen activity as when they play in the sand, take part in imaginative play in the house or when using the large and small apparatus and wheeled toys outside. Children in reception concentrate to improve their drawings of leaves, spending time observing leaves through a magnifying glass and carefully replicating the colours of the ones they brought indoors following their 'colour' walk the previous day. Although they generally cooperate well there are times when adult intervention is needed in order to help children share and take turns. These events are nearly always dealt with promptly which allows children to continue to play happily. On the occasions when a teacher is so engrossed in an activity that she does not deal with rough play quickly, it is more of a disturbance to the class.
65. The quality of teaching is good overall. The provision of an ordered routine offers security to these young children. This enables them to readily adapt to changes in the organisation. Independence is developing in all classes by allowing children some choices in their activities. Activities without teacher focus are structured to allow children to learn independently. For example, the home corner allows children to negotiate, cooperate and play together. Nursery children are expected to try to dress and undress themselves and are given time before being offered help. Support assistants are deployed well during whole class and group sessions. For example, they supervise a group decorating hedgehog cakes, suggest a game that children can play outside or hear an individual child tell a story from their picture book.
66. Social skills are modelled by adults and as a consequence are developing well in the classes. Children are reminded to say please and thank you when receiving ingredients to decorate their cake and to say good morning when they arrive in school. Good attention is paid to hygiene when decorating their cakes. Children are reminded to wash their hands after a visit to the toilet. The good behaviour of the children while decorating their cakes enabled the conversation to flow without interruption.

Communication, language and literacy

67. In the nursery children listen to stories with increasing interest and concentration. They sit attentively for an appropriate length of time. Some children choose to 'read' a book and they know how to handle them. They can tell a story to others using familiar story language.
68. The most able child in the nursery can read simple words fluently, but has no knowledge of sounds, with the result that any unknown words are discovered by trying to make the sentence make sense although, occasionally, any word will do. Reception children recognise their own names on their trays, on the wall and on their books and work sheets. There are structured activities where children are beginning to learn the names of sounds using the Jolly Phonics scheme. They can also read simple words. For example, children identified that 'goggles' has two 'g' sounds while a more able child read 'Golden' on the box of Golden Grahams. Elements of the Literacy Project are introduced throughout the day culminating in the literacy hour by the end of the summer term. Children are helped to focus on learning to read by being given an opportunity to read the learning objective for the day. For example, 'We are looking at autumn colours'. Children enjoy listening to stories, joining in action songs and learning about autumn.

69. By the end of the reception class most children are beginning to read simple books by themselves and are building up a useful sight vocabulary of known words. Average and more able children attempt to make sense of unknown words using picture clues and initial sounds.
70. Children in the nursery are developing an understanding of the purpose of writing through free choice opportunities and by watching their teacher write but some need encouragement to try writing for themselves. The teacher is aware of this and plans to provide more stimuli at the writing table to encourage more children to try.
71. By the end of the reception year the most able children can write a simple sentence without help. For example, 'I went to sleep I dream abboe shool and semming'. [I went to sleep I dreamt about school and swimming.] and use strategies for sounding out unknown words and to spell, resulting in plausible attempts at spelling. At the end of the year the most able can write up to three pages in their books rewriting a known story in sequential sentences. For example, 'On Monday he ait frshoo one apple But he was still hungree, On Tuesday he ait frshoo two pears but he was still hungree...'. They have some awareness of full stops and capital letters. Regular practice in writing individual letters enables pupils to become more fluent writers, and sounds taught systematically support their attempts to spell familiar and unfamiliar words. For example, children carry out an activity where they sort 'm', 'd', and 'g' sounds. They also practice writing key words correctly which enables them to write more independently whenever the opportunity is given. The strategy of re-reading is taught which helps children to focus on writing successfully. Good use is made of level descriptions at the back of each book, which enables teachers to easily monitor what an individual child can do and serve as targets for the child.
72. Reception children read regularly to their teacher and good use is made of the quiet room where children are given opportunity to read their books or tell a story from a picture book in an uninterrupted setting. This ideal situation helps children to concentrate and develop their reading skills as well as creating an opportunity for exclusive attention from an adult to practise their speaking and listening skills. Taking home a reading book daily to share with their parents further enhances their learning. These situations lead to a good impact on standards. Writing activities are well chosen to fit in with current topics and this makes writing relevant to the children. Children and teachers occasionally decide what to write together with the teacher acting as scribe.

Mathematical development

73. As a result of good teaching, most children in the reception classes are making satisfactory progress towards the early learning goals and most will reach them by the end of the year. A good range of learning activities is provided to extend their understanding of different ideas. Number songs and rhymes are used frequently and well to reinforce the learning of numbers as well as early addition and subtraction. Nursery children are beginning to recite numbers to ten and higher. They use words such as long, short, fat, thin correctly as they play with play dough. They can say the current month of the year and are learning to count objects as they build with bricks and make sandcastles. Some children can count numbers to ten with some help as they step from one-foot print to another. Reception children can correctly place numbers in order to ten, say what is one more and one less than a given number, and contribute to a class graph where children record their preferences for a particular custard.

74. By the end of the reception year children write the story of different numbers in a number sentence, for example, $7+0=7$, $6+1=7$, $5+2=7$, and subtract simple numbers and record their answers. They also use a number line to solve a number problem, recognise the hours when telling the time, sort basic shapes correctly, name coins, and use a mirror to examine symmetrical objects. Opportunities to teach mathematics incidentally are taken during registration times.
75. The National Numeracy Strategy has been introduced into the reception curriculum and is used to plan appropriate activities for the children. A particular strength is the way in which the teachers plan and work, and evaluate their plans and the children's progress together. This was evident during the 'Messy Maths' session when both classes were put together for the introduction to the lesson. This was looking at a very good mathematical video about counting and in particular the number four. Their children then took part in identical activities in their own rooms, based on the number four. Teachers evaluate together what children have achieved before planning the next session. All teachers carry out day to day assessments effectively and they are good at using the information to plan learning activities that match the different needs of the children. Children with special needs are given appropriate tasks to help them achieve their particular targets.

Knowledge and understanding of the world

76. Children are developing a satisfactory understanding of the world around them. Standards are as expected by the end of the time in reception. Their natural curiosity is nurtured by effective teaching which gives opportunities for children to explore the natural and made environment. Reception children have been involved in planting a herb garden and in the planning and development of a wonderful butterfly garden. Children watched real butterflies emerge from their chrysalis and fly above the garden at the opening ceremony. Nursery children keep their Wellingtons in school so that they can take every opportunity to explore the well-resourced, outside environment. They collect leaves and twigs and observe the changing seasons. They extend their knowledge of the natural world through the use of magnifying glasses to look at leaves and twigs and through their efforts to replicate the colours and shapes of leaves. They talk about the care of living things, trees and animals and show curiosity for living things in their environment. In the nursery a child was keen to explain how he had found a dead fly at home. They learn how to look after their bodies by washing their hands and learn that taking exercise is good for them. Nursery children learn the benefits of different food and regularly make menus such as fresh fruit salad, cheese straws and hedgehog cakes. These activities stimulate the development of language as well as helping their understanding of the world. The recording of the colour of their eyes on a class graph helps them to begin to appreciate the differences between people as well as the similarities.
77. Children in the reception classes examine objects and living things to find out more about them. For example, they compare the differences between their own drawings of themselves when they are drawn from memory and when they draw them when looking in a mirror. Reception children are able to convey knowledge of their locality by naming the street where they and their friend live. They are also keen to inform adults about their family and show particular pride in some members such as an older brother or sister. Children develop their information and technology skills through the 'clip art' program, which enables them to draw pictures of themselves, while nursery children use the headphones to listen to stories.

78. Provision for the development of children's knowledge and understanding of the world is good. It ensures that children with diverse learning needs are provided with a wide range of learning opportunities. There is a good balance of play and more formal learning. Generally, staff interact well with children in informal and formal situations. The skilful questioning of children, particularly in the nursery, helps to extend their knowledge and understanding of the world. Nursery children's misconception of how sand is formed and what the sun can do was highlighted when children playing in the sand said, "sand melts, the sun melts it, like ice". Future teaching is then based on the knowledge the adults have gained.

Physical development

79. Most children are on course to exceed the standards that are expected for this area of learning by the time they are ready to start Year 1. They have daily physical education lessons including dance and outside activities. Outside activities include the use of very good resources such as bikes, slides and climbing apparatus which they use with confidence. In dance children of all ages can find a space of their own very well, give reasons why they are puffing, shake their hands in time to the teacher's beating of the tambourine and stop exactly as the teacher stops. With careful, focused questioning the teacher is able to extend their thinking of how their body works which results in them improving their movements. They learn to skip, throw and catch balls and beanbags and to hit a ball with a bat. They can also slide confidently down the slide and climb through the climbing apparatus in different ways, changing direction if they have to.
80. Provision overall is good. Teaching in dance is very good. Lessons are well planned with appropriately chosen musical instruments and tapes used successfully. The well structured lesson allows children to practise their skills while responding with imagination. It encourages them to concentrate and persevere in order to give of their best. Class management is very good and children generally listen and behave well. This has a positive effect on the learning. The outside area has appropriate equipment for the Foundation Stage and activities in the classroom are well chosen to develop fine physical skills. The very good resources and facilities together with the many opportunities and the very good teaching enable most children to be likely to well exceed the early learning goals by the time they enter Year 1.

Creative development

81. Children make good progress in this area and almost all will achieve the standards expected nationally by the time they enter Year 1. They learn to express their feelings through exploring a range of media and materials, music and movement and imaginative play. Children in the reception classes are building up a repertoire of songs. For example, 'I'm a little scarecrow', 'Baa baa black sheep', 'Twinkle, twinkle little star', and 'When Goldilocks went to the house of the bear'. They happily sing to themselves or to an audience such as a visitor. They are beginning to know the names of musical instruments and are able to explore the sounds instruments make, through visits from The Road Show. They enjoy moving rhythmically during dance lessons and also when singing action songs in the classroom. Nursery children enjoy using their bodies and exploring space when they walk like giants noisily and on tiptoe.
82. They enjoy exploring different media and are fascinated by new colours when they mix two different colours of paints together. They work creatively on large-scale pictures

illustrating how nature changes during the autumn. In both nursery and reception classes, children enjoy using large and small construction toys making recognisable structures and vehicles. For example, nursery children made a Noah's Ark out of bricks. Most are able to cut out and stick shapes with a varying degree of independence and they all enjoy the activities. Information and communication technology is used to support the children's learning and the children enjoy using a computer and tape recorders. This aspect is not maximised, however, partly by the fact that headphones are limited in number. Adult support is not always available to support the use of the computers.

83. The teaching of creative development is good. A wide range of stimulating activities is provided to help children learn whilst they explore and create. Role-play areas are set out for each topic and staff structure them well. More interaction of quality between adults and children would help to develop imaginative play. Where teaching was very good, such as in the dance lesson, and during some outside sessions in the nursery with the nursery nurse, the children are fully involved in their learning.

ENGLISH

Strengths

- Teaching is good.
- There is a good range of resources which are used well.
- Writing is being developed and is improving.
- Teachers use assessment well to plan and target improvement.

Priorities for development or improvement

- Pupils' writing is still weaker than their speaking and listening and reading.
- Information and communication technology is not used sufficiently to enhance pupils' learning.

84. In the last report in 1997, overall attainment standards in English at age seven were typical of a seven year old but it was found that key areas of extended writing, spelling and the use of reading skills to research information were not well developed. The 2001 National Curriculum test results indicate that overall standards were still similar to similar schools but writing skills were significantly weaker than reading skills. However, writing improved in 2002, although the percentage of pupils reaching the higher levels 2b and 3 was below and well below the national average and that of similar schools. Evidence collected during the inspection suggests that pupils at age seven achieve their expected levels in speaking and listening, and in reading and that writing, though still weaker, is improving and is at about the expected level. There is now much more opportunity for pupils to engage in extended writing and a number of innovations are beginning to have a positive impact upon standards. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress towards their learning targets.
85. Pupils are developing listening skills well. Speaking skills are less well developed but there is good progress made as they improve vocabulary and are encouraged to express themselves. There is evidence of development of key vocabulary across a range of subjects and this has helped in the effective implementation of the literacy strategy. In one lesson, Year 1 pupils discuss phonemes and correctly use terms such as, 'initial', 'medial' and 'final phoneme' in order to explain where the sound belongs in a word. Many pupils are able to express themselves clearly and succinctly, for example, when discussing the importance of following instructions carefully one explains, "If you read instructions carefully, you won't get it wrong". Another adds, "Instructions must be written in the right order."

86. Teachers work hard to develop pupils' reading skills. Pupils are encouraged to read with expression and there is a developing emphasis upon learning the phonic sounds properly. Considerable thought has been given to this and 'jolly phonics' has been introduced. There is still some way to go and inspectors found that in some cases, although pupils could sound out individual letters, they found it more difficult to put sounds together. For example, one of the better Year 1 readers was not able to use phonic skills to correctly sound out the first part of the word, 'adventure'. Pupils have a sound knowledge of book skills which will help them to use books for research. They talk with understanding about contents pages and indices and more able pupils speak of glossaries and know how to use them. They read fiction and non-fiction and know the difference between them. The great majority of pupils enjoy reading and read often at school and at home. Pupils spoke of reading to 'Mum and Dad' and 'my big brother and sister'. Effective reading record books are up to date and contain useful comments from parents and teachers. Teachers' comments often include specific details of how the pupil needs to improve.
87. Development of writing skills remains a focus of the school. There are good opportunities for pupils to develop their extended writing in a variety of ways. One good example is the Shakespeare Project in which the school became involved. Pupils worked with teachers and visitors to produce writing based upon 'Henry V' and 'The Tempest'. Some of the excellent examples have been used in a published book about how children write and how best to 'support and develop children's writing in school.' Pupils are learning to use well-formed handwriting and most work is dated but, in some cases, there could be more attention to presentation and neatness.
88. Pupils have a positive attitude and approach to learning. These attitudes are the result of good relationships and high expectations of behaviour. Generally, pupils work well independently or in groups, with or without an adult. Occasionally the noise level is a bit high, but even then the pupils are engaged upon their work and conversation is centred on the task. In one Years 1 / 2 class, one group of pupils is independently engaged in following a rather complex set of instructions to make 'jelly frogs'. The difficulty of the instructions leads to some confusion and much discussion and the group eventually succeeds, largely thanks to one quiet boy who helps his friends to go step by step. Having succeeded, the group is then able to explain how the instructions could be improved. All pupils, including those with special educational needs and those with English as an additional language, generally learn well.
89. All English teaching seen during the inspection was at least good and some was very good. Teachers plan well and have clear learning objectives that are well focused on what they want the pupils to learn. This clear focus will help to raise the standards in the school because it means that everyone, including the pupil, knows what needs to be done to improve. Teachers target work well to the needs of individual pupils. In the better lessons there is a good, brisk pace which keeps pupils motivated and makes good use of time. Generally, teachers manage pupils well and have high expectations of behaviour which the pupils know and understand. Sometimes teachers need to be more assertive and consistent in insisting that pupils listen. In one lesson, for example, the teacher notices that the noise level has risen too much and tells the pupils to stop and explains the need to lessen the noise so that she can work with the focus group. However, several pupils do not notice she is speaking and carry on with their own discussions. The noise level afterwards is actually higher than before. A little later this same teacher does use behaviour management techniques effectively to gain and keep pupils' attention and this time the noise level subsides. Teachers use a range of questions to stimulate and challenge pupils during whole

class and plenary sessions but these sometimes need targeting more effectively towards individual pupils. In one lesson, for example, there was a group of five or six, mainly Year 1 pupils who, although they were well behaved and for the most part listening, were very passive. They did not raise their hands and no questions were targeted to them to involve them in the lesson and help the teacher in her assessment of their understanding. In this case too the adult support was not actively engaged in sitting with and supporting the pupils. Generally though support staff and parent helpers are well deployed in supporting pupils.

90. Pupils' spiritual, moral, social and cultural development is well supported through literacy and this is reflected in the medium term planning. Teachers look for opportunities to encourage pupils to explore feelings, emotions and relationships and there is a good range of cultural and multi-cultural books. Information and communication technology is increasingly being used to support the development of literacy and this too is reflected in planning. Pupils were observed in most English lessons using computers, for example, using the 'My World' program to link with the overall objectives around learning to read and follow instructions carefully.
91. Management of English is good. The subject coordinator is knowledgeable and well informed and leads well. She monitors planning, teaching and standards of work and has a clear picture of the development needs of the subject. Resources are good and are well used. Accommodation is satisfactory and a wide range of very attractive displays make for a positive learning environment. Assessment procedures are very good and results are very well analysed and used to set clear targets for improvements for all pupils. These targets are known by pupils, are in their books and frequently on their desks during work. This is good practice and helps pupils to have clear and specific ideas of what to do to improve. The English action plan correctly identifies continuing priorities as being to further improve and develop writing skills and to extend the use of information and communication technology. There has been good improvement since the last inspection.

MATHEMATICS

Strengths

- Clear leadership of the subject
- Monitoring of pupils subject performance
- Procedures for assessing pupil's attainment and progress
- Use of assessment information to guide curricular planning,
- Monitoring of teacher's planning to ensure consistency and curriculum coverage across the school,
- Monitoring and evaluation of the subject's performance and taking effective action,
- Monitoring , evaluation and development of teaching in the subject
- A shared commitment to improvement of the subject and capacity to succeed.

Priorities for development or improvement

- To ensure that pupils are given more opportunities and time to explain how they have worked out their answers.
- To develop their ability to think by asking a series of more challenging questions.

92. Pupils in Year 2 achieve the expected standards for their age in numeracy and all areas of mathematics (number, shape, space and measures). They make satisfactory progress. The 2002 national tests show an improvement from the previous year when there was a drop in standards when results were well below national standards and also when compared with similar schools. However, these results were expected by the school, due to the lower level of attainment at entry of this cohort of pupils. It included a higher than average number of pupils at the below average level. Although the trend over the past few years, with the exception of 2001, has been upwards, 2002 results remain below the national average and below the average for similar schools. The percentage of pupils reaching the higher levels 2b and 3 in 2002 was below and well below the national average and that of similar schools. Pupils are not given sufficient opportunities and time to explain their thinking nor opportunities to develop the skill of answering a series of more challenging questions. Standards could be higher. Pupils with special educational needs are well supported and make satisfactory progress. Inspection evidence shows that present standards are in line with what is expected of pupils in Year 2.
93. In Year 1 most pupils are beginning to understand number operations and can add and subtract numbers up to 30. They are beginning to develop an understanding of place value, can double numbers, use a hundred square to put numbers in order and solve simple number problems. For example, there are 12 people on a bus, 6 get off at the stop, how many are left? They can also sort and name 2D and 3D shapes successfully.
94. By the age of 7 the higher attainers can break down amounts of money into different values and record accurately. They understand place value and can successfully add and subtract two digit numbers showing how they did it. They can order numbers on a number line using large numbers to, for example, 400. Most pupils can shop using 20p and give the correct change when buying an item. They can divide simple numbers such as 12 divide by 2, read scales and use them to weigh collections of objects. They know their 2, 3, and 5 times multiplication tables and can use them to solve problems. Occasionally, less able pupils struggle trying to cope with larger numbers although they experience success with smaller ones and understand the process involved. For example, in the scrutiny of work, a lower ability pupil in Year 2 was able to correctly add a two digit number to a one digit number but unable to add a two digit number to another two digit number with the same success. All pupils enjoy

mathematics and they quickly ask for help when they need it. Although most concentrate reasonably well on the given tasks, some do not persevere for long without support. The lack of strategies to think through the problems for themselves are a barrier to accelerating the progress pupils could make, as they are not developing skills which will allow them to extend the learning for themselves as well as taking the opportunities available to learn from each other as well as the teacher.

95. While the quality of teaching overall is good, it could be better. In the lessons seen, teaching is occasionally satisfactory but usually good. Where lessons are satisfactory, the ability of pupils to use strategies in order to solve problems is underdeveloped. For example, a pupil unable to decide what object was about the same length as a metre did not realise that he could solve the problem by looking at a metre stick to remind himself of its length. Pupils are not given enough time to explain their thinking when trying to solve a problem. This results in them not learning appropriate strategies to help them when they are working without an adult. Pupils find it difficult to explain what they are trying to do and to explain how they are working out a problem or how they have arrived at a particular answer.
96. Where teaching is good, teaching points are emphasised through the use of relevant resources and activities given to make pupils think. For example, a Year 1 class was asked to guess what shapes were appearing from inside a box by thinking of their properties as they emerged. Pupils were keen to show what they knew about shapes and made good guesses using mathematical language such as side, corner, longer, shorter, edges, hexagon, triangle, square, oblong and rectangle. There are, however, few opportunities where follow-up questions challenge pupils to show what more they know and understand and how they know they are right or wrong. As a result, any future plans cannot take full account of what pupils already know.
97. All teachers plan their lessons in line with the three part lessons of the National Numeracy Strategy. The first part of the lesson is usually used on quick, number exercises to improve mental agility and re-call. The main part of the lesson is usually used for pupils to undertake tasks where they can practise their skills at different levels based on the objectives of the lesson. Weekly class targets, displayed on the classroom wall, help pupils and teachers to focus on an important skill or idea. For example, "We are learning to understand words for length and time", "high, low, wide, far, long, thin, thick, narrow, short, low, shallow, near, tall". Pupils are given the opportunity to explain the meaning of the words. They are given individual targets which indicate specifically what they need to work on. For example, a Year 2 pupil's target specifies, "I will know by heart all pairs of numbers with a total of 10 and I will be able to count on and back in 2's, 5's and 10's from any digit number."
98. Plenary sessions are used well to clarify what has been learned, deal with misconceptions and assess what pupils will need to learn next. A well used plenary session revealed the very different levels of competence there were within the class and the need to adjust her planning for the following day. For example, when measuring using a metre stick, some pupils showed knowledge of centimetres and were trying to use them to measure the table but did not have the skills to measure accurately. Others were at the stage of deciding whether something was longer, shorter or the same length as a metre.
99. Good examples of well-annotated work in teachers' marking indicate what pupils can do, the progress being made, the effort made by a pupil, the level of support and the

amount of time taken to complete the task but these examples are too few. Some unfinished work carries no explanation and there is no indication of the current level of attainment. This results in day-to-day opportunities being missed to let pupils know how they are performing in a continuous and manageable way and focus on the small steps that can be made to raise standards over short periods of time. Important information about pupils' attainment and progress can easily be made available for the head-teacher, co-ordinator, supply teachers and parents in this way, as well as providing an on-going record of evidence of a pupil's performance.

100. The general level of presentation of numbers and writing words, including their names, does not improve sufficiently over time to show good progress. The practice and organisation of working on activity sheets and collecting them together in their books is not conducive to encouraging neatness. It is also a time-consuming exercise for a member of staff. The strength of the teaching is in the thorough long term and short term planning which ensures that all aspects of the subject are covered. The assessment procedures which highlight pupils' particular difficulties enable teachers to plan appropriate work. Good organisation of lessons allows all pupils to keep up with the work and the teacher to check pupils' understanding to help them keep to the task. Pupils' good behaviour and the good relationships between adults and pupils help pupils to learn more effectively.
101. There is no regular homework but parents are sent the learning objectives for the term so that they can reinforce what is being learned in school. However, Year 2 pupils take home examples of questions they are likely to meet when taking the SATS tests in the spring term. This activity helps them to get used to the standardised format.
102. The curriculum meets the statutory requirements of the National Curriculum in all aspects of the subject. Teachers are confident and secure in their teaching of the National Numeracy Strategy, which they apply satisfactorily. The three part lesson structure is soundly established and teachers plan well. Learning objectives are clearly identified in planning and teachers share these aims with the class. Teachers use appropriate mathematical language and encourage pupils to do the same. Data from the SATS is analysed and action is taken to improve areas highlighted in the tests.
103. An analysis of pupils' work and teachers' documents reveals that pupils are assessed regularly throughout the term and year. Weekly plans are evaluated during which high and low achievement of pupil is highlighted for focussed planning the following week. The headteacher monitors the evaluations and offers advice when appropriate.
104. Information and communication technology is used by pupils and there are a variety of programs available for use in mathematics lessons. Their ability to develop their mathematical skills and knowledge is underdeveloped because the mathematical content of the programs is sometimes too easy for them. For example, when in support of what pupils were learning about different shapes in a Year 1 class a group of pupils was asked to sort shapes according to whether they were triangles or not triangles, the task was quickly completed without difficulty. A number of pupils were already able to distinguish a number of shapes from each other by reference to their properties. Some pupils also had knowledge of shapes beyond those discussed within the teachers' plans.
105. The co-ordinator of mathematics is knowledgeable and organised. Despite missing the five days National Numeracy Strategy training because she was the science co-ordinator in her previous school, she has brought herself quickly up to date. Her

success has resulted in plans for her to give demonstration lessons to teachers in the LEA as well as in the school. The policy has been recently updated and is in line with the National Numeracy Strategy. In order to ensure that teachers are well supported, a number of schemes of work have been purchased to give staff ideas. The school ensures that data from the SATS is analysed and action is taken to improve areas highlighted in the tests.

106. Since the last inspection the school has made satisfactory progress. Pupils experience a broader range of mathematics and are given opportunities to use mathematics in practical situations. The present organisation of the timetable, where all pupils in the school carry out practical activities on a Friday, ensures that they are given time to practise their skills. The flexible use of the National Numeracy Strategy ensures that all aspects of the subject are covered systematically while effective strategies for teaching the basic skills are in place. There is a broad range of worthwhile opportunities which meet the interests, aptitudes and needs of pupils including those with special educational needs, which are improvements since the last inspection.

SCIENCE

Strengths

- Scientific enquiry taught well.
- There are very good introductory sessions to lessons.
- Pupils enjoy the subject.
- Pupils are able to explain what they have learned.

Areas for development

- The length of lessons for Year 1, in mixed classes, is sometimes too long.
- There is a lack of pride in the presentation of pupils' work.

107. The percentage of pupils reaching the expected level 2 in the National Curriculum tests at the end of Year 2, in 2002, was above the national average. The percentage reaching the higher level 3 was in line with the national average. When compared with similar schools results were above the average at level 2 and below the average at level 3. In 2001 results were above the national average at level 2 and below at level 3. There was, therefore, a slight increase in the number of pupils achieving the higher level 3 in 2002. In 2001 a particular strength was in experimental and investigative work which was above the national average. All other aspects of the subject were in line with the national average.
108. In the lessons seen experimental and investigative work is a strength. This is similar to the previous inspection. Year 2 pupils achieve well as do Year 1 pupils in the single-aged class. The Year 1 pupils in the mixed-aged classes find the lessons longer than are needed and begin to lose interest. Their concentration span is often much shorter than the Year 2 pupils'. However, the majority of pupils across Years 1 and 2 are achieving levels of understanding that are above the national average and the longer lessons for Year 2 are instrumental in achieving this. For example, in a lesson on materials pupils investigated how they could change their shapes. Using pipe cleaners, elastic bands, a stone, play-dough, a sponge, plastic and metal they tried to twist, stretch, pull and squash the objects. Pupils were able to suggest words to describe the different ways they could try to change their shapes and experimented enthusiastically, working very well in groups. When in the session at the end of the lesson they were asked to mention anything that had surprised them they gave various examples such as, "The stone, ruler and nails didn't bend, twist, stretch or do anything. They didn't do anything!" one pupil said in surprise. Others said they had

found out that, "Some plastic you can squash and some you can not." "Some plastic you squash and it springs back". They also found that some metals things can bend and some can't. Pupils were fascinated by their findings and conveyed their wonder at the results of the experiments they had carried out: scientific enquiry contributes well to pupils' spiritual development. Pupils write about which materials surprised them and also why they were surprised by them, such as the fact that sometimes plastic could be bent and sometimes not. In a Year 1 class pupils learn how to carry out a fair test. They stretch different fabrics, deciding how they can make the experiment fair. They decide that the pieces of fabric must all be the same length, start in the same place and be stretched by the same person. Year 3 pupils, when they were interviewed, spoke with enthusiasm about how they had made lights go on and off in Year 2, when working with electricity.

109. The quality of teaching is very good. Class teaching is very effective with new vocabulary being introduced and explained well. Pupils listen carefully to what they are taught and use new vocabulary with understanding. Teachers ask challenging questions which make pupils think hard and respond thoughtfully, showing a good degree of scientific understanding. Pupils' interest and enthusiasm in investigative activities also make a strong contribution to their learning. Pupils' work over the years shows that they cover the complete National Curriculum which is taught well. Although the presentation of pupils' work leaves much to be desired at times, it is evident that pupils have learned to predict what might happen, have observed permanent and non-permanent changes and can record their findings in a variety of ways. They have learned what is needed to keep healthy and about safety in the home. Teachers carry out assessments and record the work covered and understood in helpful ways through highlighting what has been covered and understood in different colours. Learning support assistants also contribute well to pupils' learning, especially that of lower-attaining pupils. Learning is very good because of the very good teaching and the pupils' very positive attitudes to the subject.

110. The subject is very well managed. The quality of monitoring is very good with assessments and evaluations being carried out regularly. Teachers keep very good records of individual pupils and examples of the work of different groups of pupils. Work is annotated well, with assessment evaluated and targets set for the future. There is a good range of resources and the use of information and communication technology is satisfactory.

ART AND DESIGN

Strengths

- The school makes good use of visits and visitors to enrich the curriculum.
- Display is used very well to show that pupils' work is valued.

111. In the 1997 inspection report standards were deemed to be 'sound' and the requirements of the National Curriculum were met. Evidence acquired during the present inspection, though limited in terms of the number of lessons observed, includes a review of all the work covered during the last year and a scrutiny of a wide range of very good displays, as well as teachers' planning and the subject

coordinator's files. Work seen is generally of a good standard through the school, indicating good improvement since the last inspection.

112. All elements of the National Curriculum for art and design are well covered. Year 1 class has a good display of landscape finger painting; pupils have painted their own self-portraits and there is an effective rainbow fish collage, using a range of materials, based upon a story. Designs based upon the work of Kandinsky and using concentric circles also forms an interesting display. Year 2 work seen includes large portraits of the Queen, linked with work on the Jubilee and the model of Westminster Abbey. Pastel colour portraits in the style of Picasso's 'Weeping Woman' show good development and use of style and skills. All pupils use sketch books regularly. Some of the very good work produced by Oliver Tomkins pupils has been selected to be used on commercial calendars produced by a well known baby food manufacturer.
113. In an observed Year 1 lesson pupils explore printing using a range of natural objects. Working with the class teacher they practise the technique of leaf printing, using a sponge, a roller and printing ink and they explore the effects obtained and the different colour shades produced. Another group is working with a support teacher making detailed observational pencil drawings of small branches and berries, with the aid of a magnifying glass. They look at colour, texture, size and shape and several are ready to move on to look at shading by the end of the lesson. A Year 1 / 2 class is observed looking at Van Gogh's 'Green Wheatfield and Cypress' and using close observation of his technique to create a similar landscape in pastels. One pupil is able to describe a similarity with the artist's 'Starry Night', which they had studied two years before in reception!
114. Although insufficient actual teaching was observed to make a secure judgement on the standard of teaching, the two lessons seen were both at least satisfactory, with teachers showing secure knowledge of the subject as shown in clear explanations and teaching of techniques. The good quality of the work being produced and the high quality of display work indicate that teaching overall must be at least satisfactory. Pupils enjoy art and work well, individually and in groups. All pupils make good progress.
115. The new art coordinator is well qualified to lead the subject and is keen to develop it further. There is already an action plan to further this improvement and a new scheme of work is being developed. Standards are satisfactorily checked through looking at teachers' planning and regular sampling of work and displays. Monitoring lessons is done when possible as part of an on-going cycle. The subject makes a good contribution to the spiritual, moral, social and cultural development of pupils. As well as the artists mentioned above, displays and work show that pupils have studied Seurat and Holbein and pupils look at other cultures, for instance, aboriginal prints, Egyptian cartouches, Japanese kimono designs and African art patterns. Information communication technology is used to support art, for example, in the production of repeating patterns and the use of 'My World' program. This is an area for further development. Resources for art are good and well used and there is very good use made of additional resources, such as visiting artists from a local college and opportunities in the community, such as Creative Arts Week and the Flower Festival. These extend, expand and stimulate the pupils' understanding, interest and appreciation of art.

DESIGN AND TECHNOLOGY

<i>Strengths</i>

- The environment is used well.
- Community projects promote the subject well.
- The Creative Arts Week promotes the subject well.

Priorities for development or improvement

- Recording and assessment procedures need further development.

116. It was only possible to observe one design technology lesson during this inspection, but a review of planning, photographic evidence and of work done by pupils shows that the whole range of the curriculum is being covered effectively and that standards achieved are satisfactory, with some good work being done. In the last inspection, in 1997, although standards overall were 'sound' it was felt that pupils were not given enough opportunities to make what they had designed and that the range of materials was narrow. Both these weaknesses have been well addressed. Pupils all make satisfactory progress. The school follows the Qualifications and Curriculum Authority scheme of work.
117. Among the photographs and work available for the inspection team, in a well-organised coordinator's file and in a range of attractive displays throughout the school, were clay pots designed and made by Year 1 who also designed and made faces well using a range of materials. The fruit salads and vegetable kebabs they had designed and made were, inevitably, not available but photographs and the designs and evaluation sheets bear testimony to what they produced. As part of the Jubilee celebrations, Year 2 pupils constructed an impressive model of Westminster Abbey out of papier maché. Cultural and multi-cultural links were also developed through African masks and Egyptian cartouches. The developing use of information communication technology is seen in the designing and making of Percy's van for the robots which were used during the inspection week as part of geography, effectively linking three areas of the curriculum. Pupils are developing the skills of design, looking at and evaluating the different properties of a range of materials, improving their making skills and carefully evaluating what they have done.
118. There is not enough evidence to make a secure judgement of teaching but outcomes indicate that it is at least satisfactory overall and it was satisfactory in the lesson seen. Pupils were working in pairs to make a winding mechanism whilst others used straws and masking tape to construct models of play equipment from designs they had made. Most pupils successfully used pegs, blue-tac, string, a plastic cup and two small canes to make a winding mechanism in the short amount of time available.
119. The design technology co-ordinator has only just taken on the role but already has a clear vision of how the subject could develop and gives satisfactory leadership. There is an appropriate action plan for improvement. Monitoring of standards is done through checking the planning and regular sampling of work as well as more informal, but effective, procedures. Observing lessons is done as part of an on-going cycle. There is a need for a simple, easy to use assessment procedure which ensures that all teachers check and record progress in skills' development using the same standards. This need has already been identified in the subject action plan. There is a satisfactory range of tools and materials for the teaching of design technology and these resources are well used.

GEOGRAPHY

Strengths

- The school uses the environment well.
- Pupils have good links with Australia.

- Homework is used well to further pupils' understanding of the subject.
- The cross-curricular seaside topic is very effective and work on this is excellently presented.

Areas for improvement

- The length of lessons is sometimes too short for pupils to achieve the objectives of the lesson.
- The presentation of pupils' work is very variable.
- The work of different groups is not sufficiently monitored.
- The scheme of work needs developing.

120. One lesson was seen during the inspection but from evidence collected standards are judged to be in line with what is expected of pupils of this age, although the amount of work recorded by individual pupils is inconsistent and often limited. Standards at the last inspection were also in line with national expectations. In the lesson observed pupils were not given enough time to complete the work that had been set. However, the work kept in the co-ordinator's file shows work of an average standard and the topic work on the seaside in Year 2 is good and the presentation excellent. Year 1 pupils have learned to use directional language such as above, behind and below and have begun to work with maps and photographs such as aerial and side views of places. They 'go on a journey' around the building and grounds and measure the number of steps it takes to go from one place to another, turning left and right and recording their route in writing and with a digital camera. All pupils, including the lower-attaining pupils, are able to record in some detail what they have seen. In Year 2 pupils study globes, maps and plans and draw features of the local landscape. The local area of Lydiard Park is used extensively when learning about landscapes. Pupils look at man-made and natural features and consider how they could improve their own locality, for example, by the addition of bird houses and flowers and by repairing broken signs and removing broken glass. Average-attaining pupils write about what they would take a friend to visit in Swindon, and the higher-attaining pupils find Swindon and name the different countries on a map of the British Isles.
121. Pupils learn about countries overseas such as Kenya, Nigeria, Bali, Israel and Australia. They compare different lifestyles in England and Kenya, deciding what they would need to pack if they went there. They have e-mail links with children in Australia and pupils have learned about other children's families. They have found out what animals live there and know about Ayers Rock and Sydney Harbour Bridge and Opera House. A travelling teddy bear sends postcards from different places. Pupils' annual visit to the seaside gives them further opportunities for comparing their own locality with another. Teachers sometimes set homework such as drawing their own home, and answering questions about them, with the help of their parents.
122. As only one lesson was seen, no judgement can be made about the quality of teaching and learning, overall, but from the work seen it is judged to be at least satisfactory.
123. The subject is led well by the co-ordinator who has a clear strategic plan for its development. Good use is made of visits and the local and more distant environments. The subject is resourced satisfactorily, except that there are insufficient globes. There are no set assessment criteria and there is little monitoring of pupils' work, however, because other subjects have been given priority. The policy has been recently updated but the scheme of work needs developing.

HISTORY

Strengths

- Teachers have good knowledge of the subject.
- The pupils have knowledge of a good range of famous people.
- The school makes good use of local resources.
- Classroom assistant are well deployed.
- Good cross-curricular links have been established.
- Homework is set which develops the subject well.

Areas for development

- A wider range of teaching and learning styles need to be used so that pupils learn what it is to become an historian.
- There is not always sufficient time in lessons for pupils to achieve the objectives of the lesson.
- Assessment is underdeveloped.

124. Overall, standards are in line with what is expected of pupils of this age, which is similar to the previous inspection. Pupils know about people such as Florence Nightingale, Louis Pasteur, Guy Fawkes and Samuel Pepys. They know that you can find out about the past by looking in history books. Pupils record what they have learned in a wide range of ways, for example, by drawing, sequencing sentences, writing sentences of their own, answering questions and making comparisons. There is little evidence of them studying the subject in a way that shows them what it is to be an historian, unlike the way they learn to become scientists and geographers in these other subjects. This is partly due to lack of resources which would enable them to do this. For example, in one lesson single pictures were available for the whole class whereas at least pictures for each group were needed, and if possible for each person, so that they could study them carefully. However, where pupils had brought in information about their own family to use in making their own family tree, they were totally involved and excited by the subject and began to understand better a sense of time through their own family experiences. Cross-curricular links are excellently developed in the sea-side project and science, history and geography are all studied successfully under this theme. In history they learn how people enjoyed the sea-side 100 years ago and thoughtful comparisons are made, particular by the more able pupils, between then and the present day. Average and lower-attaining pupils, including those with special educational needs, complete work at an average and below average standard to put in books. They are well presented and make a good record of what the pupils have learned. There is no difference between boys and girls or pupils with English as an additional language.
125. The quality of teaching ranges from satisfactory to very good when resources are particularly good. Whilst teachers question pupil well they do not always involve all pupils and many do not answer questions. In some classes too much time is spent in didactic teaching instead of pupils finding out information for themselves. Because of this pupils spend too much time sitting on the carpet instead of moving on to an activity which will develop their exploratory skills. This is often because of lack of resources. Where teaching is very good, the lesson is very well planned, objectives are clear, the lesson is very well resourced. Work is also matched well to the different abilities of pupils. Classroom assistants and visiting adults as well as teachers make a useful contribution to pupils' learning, often working with a group of pupils. Homework is used well to develop the subject; for example, parents are asked to tell their child when they first ate solid food, crawled, spoke their first word and their first sentence. The local area of Lydiard House and the church of St. Mary's in Lydiard Park are visited and their history studied. Pupils learn about life in Victorian times and are able to compare old and modern objects such as those used in kitchens. Particular strengths in teaching are in the way teachers build on pupils' existing

knowledge, their own knowledge of the subject and in their management of the pupils. Pupils have very good attitudes to the subject and this contributes to their increase in knowledge and understanding of the subject.

126. The subject is well led by the co-ordinator who has been on local in-service training days, for example, to the local records office and steam museum in Swindon. She monitors pupils' work by regularly collecting in samples from six pupils from across the school and she monitors teachers' planning satisfactorily. Her action plan shows that an understanding of levels needs to be developed as well as assessment. There is a simple scheme of work in the form of a grid but this needs to be developed with the aim of developing pupils' skills of learning to be a better historian.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- Enthusiastic staff who are very ready and willing to learn the necessary skills in order to teach information and communication technology to a high standard;
- New up-to-date equipment in every classroom.

Weaknesses

- Some teachers present lack of knowledge and expertise in the subject;
- Insufficient opportunity for pupils to practice their skills across the curriculum.

127. Standards at the end of Year 2 are in line with national expectations. Pupils in Year 1 have been provided with a good range of experiences using computers, tape recorders, Pixie robots, digital cameras and microscopes, and are beginning to recognise that sound, text and pictures convey meaning. During literacy lessons pupils demonstrate good skills when using a mouse as they click and drag items of clothing across the screen in order to dress the teddy in the 'Dress Ted' program, demonstrating that they can give instructions. They also print their results without any help and can explain to the pupil they are working with what actions are needed in order to play the game; this helps to consolidate their learning. They also use 'Clip Art' successfully to draw faces of their friends and can write a summary explaining what they like about them; they print the text and picture with adult help.
128. Year 2 pupils use word-processing skills with some confidence and have refined their control of the mouse, for example, they track through the maize, using the mouse to draw a line, to show the path the pirate will take to reach the treasure. Pupils are reasonably familiar with the basic keyboard and know the letters, punctuation keys and space bar but they often have to search for them. They enjoy composing their own paragraphs on their school uniform, and demonstrate their ability correctly to use capital letters, full stops and the space bar more confidently. They are also reasonably successful in loading a Logo program when using the Pixie robot, but the less-than-effective organisation, caused by the limited number of robots, prevents them from making more progress. A minority of pupils can record their moves accurately with letters and symbols.
129. During an after-school club, they change a program with adult guidance. With help, they enter a record of information into a grid having collected details about themselves, such as hair and eye colour, age and best friend. The higher-attaining pupils compose and exchange e-mails with pupils in Australia with assistance.
130. At the time of the last inspection, standards at the end of Year 2 were, overall, in line with what was expected of pupils aged seven, although there were some aspects, such as the progress made in recording their work, that were unsatisfactory. Since

then, the school has worked hard to improve pupils' skills, in spite of a period of many staff changes and disappointing initial New Opportunities Fund (NOF) training. Improvement, overall, has been satisfactory. The present staff, many of whom have been at the school for less than three years, includes members who use computers confidently. This gives confidence to the rest of the staff and provides opportunities for them to learn from each other.

131. Teaching is satisfactory, overall, with some aspects being good. Where teaching is good, teachers demonstrate well and give clear guidance on modelling the task on the computer or with the robot. This ensures that pupils make a good start on their own tasks. The careful choice of programs, which challenge but do not frustrate pupils, enables them to make good progress. Where lessons are only satisfactory, the program is too easy and work is quickly finished. It therefore adds little to the development of pupils' skills. Teachers' knowledge, skills and confidence vary across the school but planning is satisfactory and builds on pupils' previous learning experiences. This enables pupils to make at least satisfactory progress. Generally, teachers have high expectations of behaviour. This ensures that pupils behave well and listen carefully to the teacher. Strategies for managing pupils, who sometimes find sharing difficult in a group situation, are usually good. The pupils' own interest and enjoyment makes a strong contribution to the progress they make. This was particularly evident in a good lesson in a Year 1 class where there was a buzz of purposeful activity as they followed instructions, in order to carry out an appropriately challenging and relevant program.
132. Since the last inspection, pupils have been able to experience a broader range of information and communication technology (ICT), although their experiences still need to be extended: the applications now available could be used to a greater extent. The use of ICT across the curriculum is satisfactory but could easily be improved by giving pupils the chance to practise their skills more often. Good use of ICT was made in a Years 1/2 class to enhance the geography skills being taught when they converted a robot into Percy the park-keeper's van, in order to patrol the park which they had designed and had made into a large floor map.
133. The management of the subject is satisfactory. The comprehensive policy includes a useful action plan which outlines the expected development to be made by pupils during each year. Samples of work are collected by the co-ordinator to ensure there is progression from the Foundation Stage to the end of Year 2. Records, however, do not include annotations indicating the precise level pupils have achieved; therefore it is not easy to see whether the progress of different groups of pupils is fast enough. Plans are in hand to rectify this.
134. The system of recording is similar to that used for literacy, mathematics and science. All curriculum policies now include opportunities for using ICT and is being used, to some extent, to enhance and support many subjects. Programs and resources to support subjects are being developed systematically through the priorities set in the school's development plan. These include, English, mathematics, science, art, geography, physical education and religious education. The school is currently looking at ways to enhance ICT teaching during the Literacy Hour.
135. Resources have all been updated recently and are reasonably well used. Staff and pupils are enthusiastic about developing their skills. The school has plans to improve resources in the near future through the purchase of at least one more computer and an interactive white board. These improvements together with the planned further development of staff skills and the provision of more opportunities for pupils to

practise their skills should allow everyone to make more rapid progress. The enthusiastic involvement of parents in running the after-school ICT club is an asset to the school and a source of extra support and encouragement to the pupils.

MUSIC

Strengths

- The school makes good use of visiting musicians to promote the subject.
- The school makes good use of outside resources such as concerts.
- There is a good standard of singing.

Priorities for development or improvement

- Assessment has not been formalised.
- There is some need for staff development.

136. Singing is a strength in the school and pupils sing tunefully and with obvious enjoyment. There is a scheme of work in place and planning shows that all aspects of the National Curriculum for music are covered.
137. It was only possible to see two music lessons. However, pupils were also observed listening to music and singing in assemblies. The pupils know a wide range of songs and the quality of singing is good. Arising out of Creative Arts Week, in July 2002 some Year 2 pupils engaged in making a CD to celebrate the Jubilee. This involved visits by a specialist who worked with pupils to brainstorm and write the lyrics and the school library was later transformed into a recording studio for a day whilst the song was recorded, complete with synthesizer and sound effects. The resulting CD shows the high quality of singing in the school and the project is a good example of how music enriches the curriculum. There is a recorder group and a choir and the school has regular productions and concerts, sometimes involving students from a local comprehensive school and pupils from the junior school. It is the only infant school in the area to take part in a Christmas choir competition.
138. In the two lessons observed teaching was at least satisfactory, although there is insufficient evidence to make a secure overall judgement about teaching of music in the school. Planning evidence shows that attention is paid to listening and appraising music and pupils are encouraged to use a good variety of un-tuned instruments to create their own music as well as singing. There is less confidence in the use of a range of tuned instruments such as keyboard and glockenspiel and this is recognised in the action plan.
139. Very effective use is made of visitors, including one parent who plays for assemblies and another parent, who is also a music teacher, who supports in some lessons. In a Year 1 lesson she was supporting the class teacher on piano and pupils were very excited when she later demonstrated how her flute could sound like a bird. Pupils were learning to recognise pitch as the piano played a snatch from a Goldilocks song at 'high', 'medium' and 'low' pitch. This was extended in the singing of 'Hot, cross buns' and about a quarter of the pupils could correctly place 'hot, cross buns' as 'high, low and medium' pitch respectively. In their singing pupils also demonstrate some awareness of rhythm, tempo and dynamics as they slow down or speed up the music at appropriate times and sing louder or quieter. In a Years 1 / 2 lesson pupils are aware of changes in rhythm as they sing and keep to the beat of 'Riding in the buggy Miss Mary Jane', to a tape. A number of pupils are able to keep the rhythm using un-tuned percussion instruments as it slows almost to stop and then picks up again as the 'horse sets off once more'.

140. Although only two lessons were observed, it is clear from the planning, the CD and observing and listening to pupils in assemblies standards generally are at least satisfactory. There is a need for some staff development to improve confidence and the action plan already recognises the need to formalise assessment. Resources are good, with a range of tapes and CDs, including music from different cultures. There is a box of instruments available for each class with other, tuned instruments available in the library. Music supports spiritual, moral, social and cultural development well, being an integral part of worship time, and through the various concerts and productions. The subject co-ordinator has only just taken on the role but has a clear vision of how the subject needs to be further developed. There has been good improvement since the last inspection.

PHYSICAL EDUCATION

Strengths

- Teaching and progress in dance.
- A well organised curriculum.
- The range of good activities available to pupils after school.
- Opportunities to enhance provision through the use of expert teaching within the school.
- The use of outside agencies for training and helping pupils.
- Very good facilities inside and out.
- A very knowledgeable co-ordinator supported by enthusiastic colleagues.

Priorities for development or improvement

- To maintain the very high standard in dance by ensuring that all staff can teach to a high level.
- Given the skills and facilities in the school, ensure attainment is raised still further, in all aspects of the subject.

141. Only one lesson in a Years 1/2 class was observed. However, inspection evidence shows that standards are above those usually found nationally by the end of Year 2, and in dance they are well above the national expectations. Pupils develop control of their bodies through practice and a variety of opportunities offered to them through excellent teaching. They respond to constructive praise by concentrating and refining their movements. For example, when transferring their weight from one part of the body to another they readily repeat the movement in order to improve. They are encouraged to reflect on and evaluate their own and other's actions which results in them presenting challenges of their own. All pupils can transfer their weight in a variety of ways, perform a variety of balances and different elevations to produce individual imaginative dances in time to the music 'Autumn'. Pupils enjoy physical education and are enthusiastic in their approach. They make good progress overall

and very good progress in dance. This is an improvement on the last inspection where attainment and progress of pupils by the end of Year 2 were judged to have reached the standards expected nationally, with the attainment and progress in dance being judged to be above.

142. Teaching is good with some excellent lessons. Teachers provide pupils with very well structured sequential lessons, enabling them to improve their skills over time. Lessons begin with an appropriate warm-up and end with a cool-down exercise. In dance, by Year 2, pupils display imaginative ideas in movement. This results in pupils becoming increasingly skilful. They enjoy physical education and are enthusiastic in their approach. Teachers effectively assess pupils' performance through observations. Records are kept regularly on, for example, the accuracy and efficiency of movement, the adaptability of the pupils, the ability to do more than one thing at a time, and the ability to sustain a movement. The development of skills is also noted. Aspects of safety are regularly brought to the pupils' attention and they are required to wear the recommended clothing during indoor and outdoor activities. Resources are of a high quality and are well used by all staff and pupils.
143. The school offers a broad and balanced programme to the pupils and supports the teachers in their planning. A comprehensive policy for physical education is in place. The scheme of work for gymnastics gives useful guidance and suggestions for themes that teachers can carry out. For example, they are encouraged to plan their lessons around themes such as the use of space, stretching, supporting their bodies, making pathways and travelling in different directions. There are detailed suggestions to help teachers organise a lesson and what to look for when assessing pupils' performance. This ensures that expectations are set and teachers are helped to achieve them. There is a similar scheme of work for games and dance. They all include teaching points on how to encourage pupils to think of their own safety. National Curriculum requirements are met.
144. There are many good opportunities for pupils to work together in pairs and groups where they learn to appreciate each other's skills and talents. At the after-school club, pupils play games together which involve taking turns and being aware of each other in the space provided. Following the club session pupils have a good opportunity to talk about the game. While taking a snack and having a drink with their teachers, they discuss what they have done and the fun they have had. At playtime, pupils learn to negotiate a turn in order to play with the small apparatus and to take responsibility for returning it to the basket when they have finished. These activities contribute to the very good relationships in the school.
145. The school promotes physical education in all its elements throughout the year. The co-ordinator has worked very hard to ensure that a well-organised programme of activities is experienced by the pupils on a regular basis. Opportunities to emphasise the benefits of pupils' exercise to health are included in the planning and during lessons.
146. The subject is very well led and managed. The co-ordinator, who is passionate and knowledgeable about the subject, has given a great deal of time and effort to the subject and this has resulted in a well thought-out curriculum based on the National Curriculum. A high profile is given to the subject by the co-ordinator by taking every opportunity to enhance the provision, for example, the headteacher regularly demonstrates dance in the school; a Swindon initiative developing the use of small apparatus has enabled staff to take part in useful training; an after-school club has been organised to teach playground games and country dancing is available during

the summer term. Pupils in Year 2 take part in short tennis lessons through a Top Start Scheme and small apparatus is made available for the pupils to play with at playtime. These contribute to fostering an enthusiastic team of colleagues, who are prepared to give their time in order to provide extra activities for the pupils, and ably support the co-ordinator. Facilities are very good, the hall is well lit and an appropriate size and there are well-kept grounds with hard and soft surfaces. The very good facilities, the sharing of good practice, enthusiastic staff and the overall desire of everyone to improve attainment across all areas of physical education, ensure that every aspect of the subject is developed to a very high standard.