

INSPECTION REPORT

HAREWOOD INFANT SCHOOL

Tuffley, Gloucester

LEA area: Gloucestershire

Unique reference number: 115491

Headteacher: Mr N Stafford

Reporting inspector: Mrs H E Davies
21687

Dates of inspection: 1st- 4th July 2002

Inspection number: 250102

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
School category:	Community
Age range of pupils:	Four to Seven
Gender of pupils:	Mixed
School address:	Harewood Infant School Harewood Close Tuffley Gloucester Gloucestershire
Postcode:	GL4 0SS
Telephone number:	01452 526889
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Eastwood
Date of previous inspection:	23/06/00

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21687	Mrs H Davies	Registered inspector	Foundation Stage Art and Design Design and Technology Religious Education Equal Opportunities	What sort of school is it? How high are standards? How well are pupils taught? What the school should do to improve further.
9595	Mrs S Cash	Lay inspector		Pupils' attitudes values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23487	Mrs P Kitley	Team inspector	English Geography History Physical Education Special Educational Needs	How good are curricular and other opportunities?
21390	Mr E Symonds	Team inspector	Mathematics Science Information and Communication Technology Music	How well is the school led and managed?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT**INFORMATION ABOUT THE SCHOOL**

Harewood Infant School is situated in the Tuffley district of Gloucester. There is no significant social disadvantage or unemployment in the area. The vast majority of pupils are of white ethnic background. At present there are 213 pupils on roll, 103 boys and 110 girls aged four to seven. Children's attainment on entry to the school is generally average overall. The percentage of pupils eligible for free school meals, 12 per cent, is broadly average. The percentage of pupils with special educational needs, most for learning difficulties, 26 per cent, is similar to the national average. At present three pupils have a statement of special educational needs. There are no pupils who speak English as an additional language. Children start school in the September of the school year that they become five. At the time of the inspection there were 61 children under six in the reception classes (the Foundation Stage). The school is part of a local Education Achievement Zone. There have been significant staff changes since the previous inspection including two headteachers.

HOW GOOD THE SCHOOL IS

Harewood Infant School is an effective school and provides a good education for its pupils. Pupils' achievements are satisfactory and they reach academic standards that meet national expectations in most of their work and are higher than expected in information and communication technology. Pupils have good attitudes to school; they enjoy their lessons and are keen to learn. The quality of teaching observed across the school was good. The school is led and managed well all staff are very committed to self-evaluation, development and improvement. The curriculum is planned effectively to ensure a rich and relevant learning experience for all pupils. Pupils are cared for well and parents are appropriately informed about their child's progress. The school has made good improvement since its previous inspection, despite the fact that there have been many staff changes. The new headteacher, is making a positive impact on the life of the school, although new initiatives introduced by him have not yet had time to impact fully on pupils' achievement. The school responds well to the challenges it faces and includes all pupils in its policies and practices. The school has above average funding and provides satisfactory value for money.

What the school does well

- By the end of Year 2, pupils achieve standards that are above expectation in information and communication technology.
- Leadership and management of the school are good. All staff are very committed to continuous improvement. Effective subject co-ordination has a positive impact on pupils' learning. Staff use new technology very well.
- The quality of teaching and learning is good overall across the school.
- The curriculum is planned well to make learning interesting and relevant for pupils.
- Relationships in the school are very good, ensuring a happy, safe and secure environment in which pupils are looked after well.

What could be improved

- The proportion of pupils achieving the above average level three in reading and writing could be increased.
- Assessment procedures in science and the non-core subjects could be improved so that higher standards are achieved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 2000. At that time many improvements were acknowledged and some areas for action identified. The school has made good improvement since that time maintaining standards and improving staff development, the use of literacy, numeracy and particularly information and communication technology across all areas of the curriculum. In this constantly improving school, there is still scope to make assessment even better and raise the proportion of pupils achieving higher levels in reading and writing. These areas are already priorities in the school improvement plan. Indications are that standards are likely to be higher next year. The school is committed to and strives for continuous improvement through its own self-evaluation.

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
	1999	2000	2001	2001
Reading	D	C	C	D
Writing	C	C	C	C
Mathematics	D	C	C	C

Key

well above average A

above average B

average C

below average D

well below average E

The school's results compare satisfactorily with national standards and those gained by similar schools, (using the free school meals percentage as a guide) except in reading where fewer pupils achieved the higher level 3. In science, the results of the teacher assessments in 2001 indicated that standards were average compared to all schools but below average compared to similar schools, because fewer pupils achieved level 3. Trends since 1997 indicate steady improvement. There was a slight dip in 1999 because of the nature of the group. Inspection evidence suggests a continued upward trend. The school sets realistic targets for pupils to achieve.

Observations during the inspection indicate that, when children enter the school in the year of their fifth birthday, attainment is generally average overall. By the time they start the National Curriculum in Year 1 it is likely that the majority of children in the Foundation Stage will achieve the early learning goals in all areas of development; some will exceed them especially in communication, language and literacy, mathematics and personal and social development. By the end of Year 2, pupils are likely to achieve standards that are similar to the national average in all subjects except in information and communication technology where standards are likely to be above expectations. At present, pupils make satisfactory progress overall across the school, generally achieving average standards. Indications are that standards are rising and progress is accelerating. This is because of the positive impact of new staff and recently introduced initiatives. It is likely that standards will be higher next year. Standards in science are average overall and rising; this is because of the successful topic approach taken to the subject. In religious education pupils' standards meet the requirements of the locally agreed syllabus. Pupils on the school's register of special educational needs are supported well and achieve the targets set in their individual education plans. Pupils' use of literacy and numeracy skills is satisfactorily across all areas of the curriculum. Their use of information and communication technology skills is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and have positive attitudes to learning. They arrive happily each morning and settle quickly, helped by the good system the school has of encouraging parents to stay for ten minutes each morning.
Behaviour, in and out of classrooms	Good. Pupils' behaviour in lessons is good overall and makes a significant contribution to their achievement. Around school, pupils also behave well. They are polite and courteous.
Personal development and relationships	Good overall. Relationships throughout the school are very good and make a positive impact on pupils' learning. Personal development is good. Pupils show a good level of responsibility.
Attendance	Broadly in line with the national average. There are very few unauthorised absences.

TEACHING AND LEARNING

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

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

The quality of observed teaching was at least satisfactory and most of the teaching was good; some was very good and a little excellent. Of the 40 lessons observed, 12 were satisfactory, 20 were good, 6 were very good and 2 were excellent. This is a better proportion of good or better teaching than observed at the previous inspection.

The strength of the good and better teaching lies in very effective planning that makes learning interesting and relevant to pupils. In the best teaching very good use is made of the *interactive whiteboard to stimulate and develop technological skills to support literacy and numeracy. In the satisfactory lessons work was not as clearly implemented as planning suggests. In the Foundation Stage the enthusiastic and energetic teachers work together very well to ensure that children have the same opportunities to achieve the early learning goals. Teaching and non-teaching staff develop very good relationships with each other and with pupils, and this has a positive impact on pupils' learning. Across the school, learning support workers are organised well and work effectively with teachers and pupils. Reading, writing and mathematics are taught well. Support for pupils with special educational needs and lower attaining pupils is good and ensures that they learn at an appropriate pace.

Through monitoring of lessons the school is working hard to improve the consistency of good teaching, so that a larger proportion of pupils achieve the higher level 3 in reading and writing. Homework is under developed and could be improved especially for pupils in Year 2. In information and communication technology, the expertise of many staff ensures that all pupils have many relevant experiences and opportunities to use their skills in all subjects. Planned opportunities for learning are good. However, assessment of what pupils know and have achieved in subjects other than English and mathematics is not as effective and does not clearly identify the next steps in learning and therefore not used effectively in planning. Pupils' learning through Year 1 and 2 as seen in books is satisfactory but

was good in lessons observed during the inspection. Pupils respond well to teachers' enthusiasm and work hard to do their best. They concentrate well and are proud of their achievements. Pupils are pleased when their achievements are acknowledged. Pupils enjoy their learning and are well motivated. All of these factors have a positive impact on the standards that they achieve.

** Large whiteboard linked to a computer used by pupils and teachers to demonstrate and illustrate teaching points.*

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, balanced and rich curriculum enhanced by educational visits and visitors. All subjects of the National Curriculum meet statutory requirements with a suitable emphasis on the teaching of literacy and numeracy.
Provision for pupils with special educational needs	Good. Pupils' needs are identified carefully and individual education plans are drawn up effectively. Their progress is monitored well and reviews are carried out correctly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision for pupils' personal development, with strengths in their moral and social development. Provision for their spiritual and cultural development is sound.
How well the school cares for its pupils	The school takes good care of the pupils. It provides a safe and caring environment in which pupils are confident and can learn well. The school knows its pupils well and is collecting appropriate assessment data, particularly in English and mathematics. Assessment is not as effective in other subjects.

Links with parents are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Leadership and management by the recently appointed headteacher and key staff are good and provide a clear educational direction for the school.
How well the governors fulfil their responsibilities	The governing body is effective in fulfilling its statutory responsibilities. They provide committed support to the school. Governors understand clearly their responsibilities in shaping the direction of the school.
The school's evaluation of its performance	Good. The school improvement plan is reflective of the school's current priorities. It is of good quality and actions are monitored well. Test results are analysed carefully identifying groups of pupils or subject

	areas that need attention.
The strategic use of resources	Good. Clearly articulated spending plans show where the school is using funds to address improvement issues. The adequacy of staffing, accommodation and learning resources is good. Governors have a good understanding of the need to ensure best value for money is achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • That behaviour is good. • That teaching is good. • That the school is well led and managed • That the school is helping their child to become mature and responsible. • They feel comfortable approaching the school. 	<ul style="list-style-type: none"> • Some parents would like more homework. • Some parents would like more extra curricular activities.

The inspection team agrees with all of the positive comments made by parents. The inspection team agrees that the recently introduced extra-curricular provision could be extended further and that the use of homework could be improved especially in Year 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the reception classes, in the September of the year that they become five, their levels of attainment vary but are generally average overall. This is confirmed by the baseline assessments carried out soon after children start school. By the end of the reception year the majority of children reach the early learning goals in all areas of development. Some children exceed them, particularly in personal and social development, communication language and literacy and in mathematical development. Achievement is satisfactory overall for the majority of children.
2. Pupils are well prepared for the National Curriculum that they start in Year 1. Pupils make satisfactory progress and by the end of Year 2 reach standards that are similar to national averages as confirmed by National Curriculum tests and assessments. In most subjects, the quality of teaching and learning seen during the inspection and the effectiveness of leadership and management were good. This is reflected in the good progress pupils are currently making in lessons. However, evidence from Year 2 pupils' past work and their current levels of attainment shows that they have made satisfactory progress through the school. Indications are that standards are rising and progress is accelerating so that it is likely that standards will be higher next year. The current Year 2 also has a larger than usual proportion of pupils who have moved into the school since the reception classes and more pupils with special educational needs than other year groups, keeping standards at an average level overall.
3. The school's trend for improvement has continued to rise since 1997 with a dip in 1999 because of the nature of the year group. Pupil's progress is targeted in literacy and numeracy appropriately and realistic school targets are set. The school continues to develop strategies to enable more pupils to achieve the higher levels in reading and writing. It has introduced a more structured approach to the teaching of phonics and spelling that is beginning to have an impact on standards in reading and writing.
4. Standards in information and communication technology are above those expected for pupils in Year 2. This is because the school places a high priority on new technology and its use to improve learning across all areas of the curriculum. Staff are highly proficient in the use of all forms of technology and some show particular expertise in using the interactive whiteboard.
5. Pupils with special educational needs are identified early, have appropriate targets set and are supported well. They achieve standards that match their attainment. Provision for these pupils and for those pupils with statements of special educational needs is good. Pupils with special educational needs make sound progress against the clear and appropriate targets set for them because of good support in lessons. There are some small withdrawal groups for effective early literacy support.
6. All pupils are fully included in the life of the school. Standards have generally been maintained since the previous inspection and have improved in information and communication technology. The present good teaching and learning, very good leadership and management of subjects, combined with stability in staffing are likely to have a positive impact on pupils' progress and the standards that they achieve.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, values and personal development are good. All pupils, including those with special educational needs, enjoy school and have good attitudes to learning. This has a positive impact on the standards they achieve. They arrive happily each morning and settle quickly, helped by the good system the school has of encouraging parents to stay for ten minutes each morning to talk about their child's work and what they will be doing during the day. Most of the time pupils are very attentive and involved in what they are doing because the work is interesting and matched well to their attainment. They co-operate well together when necessary and are also learning to work by themselves. For example, in a Year 2 mathematics lesson, pupils settled quickly to the task, got on quietly with their work and supported each other well. In another class, pupils talked confidently to each other about their plans for a mini-beast trap.

8. Children in the Foundation Stage have very positive attitude to learning. They settle down to work quickly and enjoy their learning. Their relationships with adults and each other are good. Children feel safe and secure and trust the teachers and learning support workers. Children have a sense of belonging and some sustain concentration on their chosen task for long periods. They begin to play co-operatively and share equipment sensibly. They behave well, and have an awareness of the behaviour expected of them. They are happy and treat each other with respect.

9. Staff implement the school's behaviour policy effectively. As a consequence pupil's behaviour in lessons is good overall and makes a significant contribution to their achievement. Sometimes pupils can become restless and chatty, especially if they do not fully understand what they should be doing. Most of the time their behaviour is good or better. In the reception classes it was observed to be always at least good. There is a positive atmosphere in lessons throughout the school, which encourages pupils to try hard. This was seen, for example, in a Year 2 science lesson, where pupils compared habits of mini-beasts. They took pride in their work, were very well behaved and enjoyed the challenging task.

10. Around school, pupils also behave well. They are polite and courteous. They line up smartly and move to and from assembly quietly. Pupils behave sensibly at lunchtime and hold conversations with their neighbours. They play together happily in the playground. Pupils know that they must tell an adult if someone is upsetting them and that the incident will be investigated. Pupils are confident that if there is bullying it will be dealt with appropriately. There have been no exclusions for some time.

11. Pupils show a good level of responsibility and the school has plans to further develop this aspect of their personal development. Pupils take the registers to the office and are chosen as helpers for the day. They tidy up at the end of lessons quickly and sensibly, which contributes to the smooth running of the day. Pupils look after their classrooms appropriately. Some pupils count out and distribute the milk cartons and tidy away the benches after assemblies. They show the pre-school children from playgroup around the school when they come to visit. Within lessons, there are also some good opportunities for initiative and responsibility. The youngest children are encouraged to plan their own work and complete tasks they have started.

12. Relationships throughout the school are very good. Adults get on very well together and work as an effective team. They are very good role models for pupils. They treat the pupils with kindness and consideration, which leads to the strong family atmosphere within the school which parents' value. Pupils respond by showing care and concern for each other. For example, if one is hurt several friends will come to help and comfort. They willingly work together and share ideas, showing respect for the views of others, for example in a Year 1 lesson sharing and exploring the feelings of achievement and success.

13. Levels of attendance are broadly average and pupils arrive on time and lessons start promptly. Registration is used effectively to support number work and speaking and listening skills. There are very few unauthorised absences.

14. Parents acknowledge that their children like school behave well and are becoming mature and responsible. The school has done well to maintain this good standard throughout the staff changes that have taken place since the previous inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of observed teaching was at least satisfactory and most of the teaching was good, some was very good and a little excellent. Of the 40 lessons observed, 12 were satisfactory, 20 were good, 6 were very good and 2 were excellent. This is a larger proportion of good or better teaching than observed at the previous inspection. Parents rightly say that teaching at the school is good.

16. The strength of the good and better teaching lies in very effective planning that makes learning relevant to pupils. Teachers plan work around an interesting theme that links different subjects together well and makes learning meaningful for pupils. For example, pupils in Year 2 learnt about mini-beasts in science, and designed safe mini-beast traps in design and technology, using their literacy skills to record the resources required and evaluate the success of the completed task. In the satisfactory lessons work is not as clearly implemented as planning suggests. For example, in an English lesson pupils' writing was based on exercises that repeat rather than extend learning.

17. In the best teaching very good use is made of the interactive whiteboard to stimulate and develop technological skills to support literacy and numeracy. In an excellent Year 1 mathematics lesson pupils learnt to add more than two numbers together very effectively because the teacher had very high expectations of learning, excellent management of pupils and particular skills in using the interactive white board.

18. In the Foundation Stage, the enthusiastic and energetic teachers work together very well to ensure that children have the same opportunities to achieve the early learning goals. Teaching and non-teaching staff develop very good relationships with each other and with pupils, and this has a positive impact on pupils' learning. Teachers place particular emphasis on developing children's communication and language skills and mathematical development to ensure that they are prepared well for the National Curriculum.

19. Reading, writing and mathematics are taught well. The school is working hard to improve its teaching even more so that a larger proportion of pupils achieve the above average level 3 in reading and writing. The school has introduced a more structured approach to phonics and spelling, and pupils regularly learn and write frequently used words. Homework is under developed and could be improved, especially for pupils in Year 2. Many parents are keen to support their children's learning at home.

20. In information and communication technology, the expertise of many staff ensures that all pupils have many relevant experiences and opportunities to use their skills in all subjects. This has a positive impact on the standards that pupils achieve, with many pupils achieving standards above expectations for pupils in Year 2.

21. The planned opportunities for learning are good and teachers' assessment of what pupils have achieved in English and mathematics is good but it is not as effective in other subjects. Pupils' use of

reading, writing and numeracy skills is satisfactory across the curriculum. Pupils' use of information and communication technology skills is good. They respond well to teachers' enthusiasm and work hard to do their best. They concentrate well and take care with their presentation. Pupils are proud of their achievements and are pleased when it is acknowledged. Pupils enjoy their learning and are well motivated. All of these factors have a positive impact on the standards that they achieve.

22. The overall quality of teaching and learning for pupils with special educational needs is good. Teachers make sure that the work matches the targets as outlined in individual education plans. Pupils work effectively with the learning support workers who sometimes teach small groups and individuals within classes. These sessions are taught well and make a good contribution to raising the achievement for these pupils. A feature of the lessons seen during the inspection was the way in which learning support workers helped pupils rehearse an answer so that their views were included in discussions.

23. Teachers' knowledge and understanding of the subjects that they teach are good and particularly good in information and communication technology and in the Foundation Stage. Teachers have high expectations of behaviour in lessons and of academic achievement. They manage pupils well and use resources and time effectively. Across the school learning support workers are organised well and work with teachers and support pupils effectively.

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

24. The school provides a broad, balanced and rich curriculum enhanced by educational visits and visitors. All subjects of the National Curriculum meet statutory requirements with a suitable emphasis on the teaching of literacy and numeracy. Literacy and numeracy skills are being developed appropriately in other subjects. For example, Year 1 pupils write questions and answers about graphs. In history, older pupils interviewed people about the Queen's coronation in 1953. There are significant strengths in the way in which the school has developed a good curriculum through topic work in subjects other than English and mathematics. Provision for information and communication technology is good. Good progress has been made to link subjects through themes and extend opportunities for pupils to use writing, numeracy and information and communication technology skills. The topic approach to teaching of science is successful in raising standards. For example, in Year 2 the theme of mini-beasts is successfully reinforced through other subjects such as art and design and design and technology. Curriculum time is used well and care is taken to balance the allocation of time to each subject on a termly basis. The school makes good provision for the intellectual, physical and emotional development of all pupils. This is an improvement since the previous inspection.

25. The provision for pupils with special educational need is good. The school is in the process of implementing the new Code of Practice. Pupils' needs are identified carefully and individual education plans are drawn up effectively. Their progress is monitored well and reviews are carried out correctly. Teachers, in collaboration with the special needs co-ordinator, draw up individual education plans. Pupils with statements of educational need are supported well by effective learning support workers and take a full and active part in all aspects of the curriculum. There are good systems of record keeping to support statement reviews, which take place as required and for which parental and pupils' views are taken into account.

26. Pupils' learning is enriched by visits that are linked to themes they have studied. For example, Year 1's visit to Warwick Castle was followed by a themed day at school that included a demonstration of medieval food and entertainment from a court jester. 'Zoo Lab' brought a mini-beast safari to school for Year 2. Circus skills were the focus of a celebration week of arts and many pupils tried their hand

at juggling. The school is trying to increase visits within the local community by asking parents to share skills and interests. As a result pupils have visited a pharmacy to learn about

medicines. The recently introduced after school activities are satisfactory overall, although parents would like to see the provision improved. At present, Year 2 pupils take part in science, a fun and games club and an audio tape lending library. The school is planning to increase these to include football, country dancing and music groups. A Cliff Richard Tennis Trail has also been arranged for the autumn term.

27. The school successfully includes all pupils in all of its work with no significant variations for boys or girls, different ability groups or ethnic minorities. The school places good emphasis on pupil's personal social and health education and uses many opportunities through different subjects such as science, physical education and religious education to develop pupil's knowledge and understanding of this area.

28. The school has satisfactory links with the local community. Clergy from the church take assemblies and the school visits the church for services. Harvest parcels are given to elderly people. The local shops co-operate when pupils visit as part of their lessons and also donate raffle prizes for fund raising functions. Both the headteacher and the deputy have been paired with a mentor from the local business community and these links have proved beneficial to the school.

29. Links with other schools are satisfactory. The school has good links with local playgroups so that induction into school is made as smooth as possible. When pupils move on to the junior school, the transfer is well organised and all appropriate records are passed on, particularly those of pupils with special educational needs. However, staff do not meet to discuss the curriculum or agree common practice. The new headteacher has recently made links with the local secondary school, which should broaden pupils' experiences. The school provides placements for students training to be teachers who are supported very well.

30. The school makes good provision for pupils' personal development, with strengths in their moral and social development. Provision for their spiritual and cultural development is sound. These good standards have been maintained since the previous inspection.

31. Provision for spiritual development is satisfactory. Assemblies are planned effectively to link with the themes being taught in the classrooms. During the inspection, assemblies were about care of the environment and preventing pollution. Pupils were encouraged to reflect on the beauty of the world and how they might help to preserve it. These acts of collective worship also included a prayer and met statutory requirements. Sometimes other lessons and "candle time" provide good opportunities for pupils to reflect, for example, about being a good friend. Some Year 1 pupils exclaimed with delight as they were shown some still life paintings during the introduction to an art lesson, but opportunities to develop spiritual awareness through the curriculum are not yet planned sufficiently.

32. The provision the school makes for pupils' moral and social development is good. It is well planned, both through the assembly themes and through the good personal and social programme. Pupils discuss classroom rules at the start of the year and so are helped to understand why rules are needed and how to behave appropriately so that the community functions smoothly and happily. They are made aware of environmental issues. They are encouraged to support those less fortunate than themselves by donating harvest gifts and giving to various charities. The school places a strong emphasis on working and playing together and taking care of each other. The headteacher is very keen that everyone should learn to take responsibility for their own actions and the school is increasingly

encouraging this. Politeness is promoted well and pupils are reminded to say 'good morning' and 'please' and 'thank you'.

33. Provision for pupils' cultural development is satisfactory. They listen to music and look closely at famous paintings, as well as learning some country-dances. During last year's cultural week, pupils learnt much about their local culture. Visits and visitors are chosen carefully to link with the themes being studied and make a useful contribution to pupils' learning. The provision for their multi-cultural education is less well developed. Pupils do learn about other cultures from India, Australia and Africa, and about the Jewish faith, but as the school recognises, there is scope to widen pupils' experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school takes good care of pupils. It provides a safe and caring environment in which pupils are confident and learn well. Adults know the children well and are alert to any problems they may be having. The school has improved lunchtime arrangements and pupils are supervised well in the playground. All the school's policies and procedures for child protection, health and safety and first aid are in place. Staff understand and follow them carefully.

35. The school has sound systems for monitoring and promoting attendance. Registers are carefully marked and absences coded. The school usually receives an explanation for absence from parents and, if none is forthcoming, the school sends a reminder, so there is very little unauthorised absence. The school proposes to give certificates to pupils for full attendance each term.

36. Procedures for monitoring and promoting good behaviour are effective. There is a positive atmosphere for learning in the school, promoted by the consistent use of the good behaviour policy. Teachers rarely raise their voices to admonish pupils. Pupils discuss classroom rules at the beginning of each year and so are helped to understand the high expectations the school has of their standard of behaviour. There are a small number of pupils who sometimes find it difficult to behave appropriately, but they are generally managed well. Teachers use praise for those doing as they have been asked as a way of encouraging others to do likewise. A glance or a quiet word is used as a first reprimand, often shortly followed by praise as the pupil's behaviour improves. Minutes of Golden Time gained and lost provide good motivation for pupils. Achievement certificates awarded each week are for personal as well as academic achievement. Procedures for monitoring and eliminating oppressive behaviour are good. Incidents of bullying or unkindness are logged and investigated, as is persistent unsatisfactory behaviour.

37. Procedures for assessing pupils' attainment and progress, and using this information are satisfactory overall. They are better in English and mathematics than in other subjects. The school monitors pupils' academic progress satisfactorily. It keeps up to date records of pupils' achievements in standardised assessments and other commercial tests particularly in English and mathematics but not so consistently in the other subjects. Teachers know their pupils well and use informal procedures to support individual pupil's academic progress in subjects other than English and mathematics. Planned opportunities for learning are good. However, assessment of what pupils know and have achieved in subjects other than English and mathematics is not so effective and does not clearly identify the next steps in learning and therefore not used effectively in curriculum planning. For example in design and technology the same task is set for all pupils whatever their prior achievement. Assessment procedures are an area identified by subject co-ordinators in the school improvement plan as a priority for action. All subject co-ordinators keep examples of pupils' work from each class to ensure that work planned

for is covered, but the link to individual achievement in each subject is under developed. As a result, whilst work in English and mathematics is usually well matched to pupils' needs, work in other subjects is sometimes too hard or too easy, so pupils do not always make enough progress.

38. Assessment and record keeping for pupils with a statement of special educational need is of good quality. There are sound systems in place to ensure that annual reviews take place at the appropriate times for all pupils with special educational needs. Individual education plans are written and reviewed regularly. Since the previous inspection the format has improved. Class teachers now write them with help from the special needs co-ordinator. Care is taken to ensure that the support provided meets the needs of the pupils. Learning support workers' files contain appropriate information from outside agencies to help support specific speech and language needs. They regularly record observations and comments carefully about pupils' progress in small group and individual lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents have positive views of the school. They particularly like the ease with which they can speak to teachers during the ten minutes before school each morning when they come into the classroom with their children. The headteacher is also easily available if they wish to speak to him. The school secretary is very approachable and helpful.

40. The effectiveness of the school's links with parents is good. Verbal communication with parents is open and friendly. There are many opportunities for parents to come into school and see the work their children are doing. They are invited to class assemblies, to festival celebrations and sports day. Parents can meet their child's teacher on at least two occasions during the year for a formal discussion about progress. The new headteacher has also introduced regular meetings to present different aspects of the curriculum, so that parents know what their children are learning. These events are well supported by parents.

41. The impact of parents' involvement on the work of the school is satisfactory. Although reading diaries are shared with parents, not all are used as consistently well as they could be and some parents could help the school more by hearing their children read regularly. Some parents would like their children to have more homework, which would enable them to support their child's learning and strengthen links with the school. The inspection team agrees that homework could be improved especially in Year 2. Parents support the fund-raising events put on by the Parents, Teachers and Friends Association (PTFA). A small committee works hard to arrange Fairs and Boot Sales that raise funds for equipment for the school. They have recently contributed to the playground improvements. Most parents sign the Home School Agreement.

42. The quality of information provided for parents, particularly about pupils' progress is satisfactory. The school sends home frequent newsletters that contain much useful information. However, some parents would welcome more notice of some of the events; sometimes details are given only two or three days in advance. The curriculum for the term is prominently displayed for parents to read. Reports on pupils' progress give a clear indication of what each child can do in English and mathematics, and include broad targets for improvement. Other subjects only give a very brief outline of what has been studied, with a short comment on progress or attitude to the subject. The prospectus provides a good introduction to the school. The information is clearly presented and there is a strong emphasis on parents becoming involved.

43. The special educational needs co-ordinator works hard to involve parents with the school and communicates information about special educational needs effectively. She is present at parents'

meetings to discuss children's progress and works closely with her colleague in the junior school to ease transfer for pupils into Year 3.

44. The contribution of parents to children's learning at school and at home is satisfactory. A group of mothers meets in school as part of the family learning group, funded through the Education Achievement Zone, to make games and equipment for pupils to use. They are currently making story sacks, which contain soft toys of the characters from stories and associated games. This is producing some lovely resources for the school and providing an opportunity for parents to meet and discuss their children's development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership and management of the school provided by the recently appointed headteacher and key staff are good and provide clear educational direction for the school. Relationships throughout the school are very good, which means the aims and values of the school are upheld by all members of staff. They work very hard to make sure that pupils benefit from a rich and carefully constructed curriculum that makes a positive impact on standards that pupils achieve. The headteacher and deputy headteacher provide a strong lead and set a good example to staff and parents. They successfully ensure that the values and ethos of the school are at the heart of management and leadership of the school. Since coming into post, the headteacher has continued to implement the schools' improvement plan and he has introduced effective systems for on going evaluation of the work of the school.

46. The headteacher receives very good support from a hard working, knowledgeable and committed deputy headteacher. She has been a central figure as the school has addressed many improvement issues. The work of subject co-ordinators is good and some is very good. Senior management see the work of subject co-ordinators as pivotal to improvement and place great emphasis on their effectiveness. This is beginning to raise standards but has not yet had time to impact fully on standards attained by pupils at the end of Year 2. Clearly defined tasks and targets for improvement are agreed and monitored for all subjects. Subject co-ordinators have identified priorities for their subject areas accurately. For example, assessment in subjects other than English and mathematics is a priority set by co-ordinators. Management of the Foundation Stage and of pupils with special educational needs is good.

46. The governing body is effective in fulfilling its statutory responsibilities. They provide committed support to the school. Governors understand clearly their responsibilities in shaping the direction of the school. Regular reports from the headteacher and other key staff provide them with a good basis on which to evaluate the work of the school. They have an effective committee structure that enables their workload to be shared. Governors are supportive of the school; listen carefully to the head teacher, staff and local education authority representatives. They are developing their skills as critical friends effectively. They have a good understanding of what the school does well and where they want to see improvement.

47. The governing body monitors the school's provision for pupils with special educational needs regularly and has been involved in changes needed to meet the requirements of the new Code of Practice. Senior managers and the special needs co-ordinator report to the governing body regularly. The co-ordinator liaises with outside agencies and provides good leadership for her colleagues.

48. The monitoring, evaluation and development of the school's performance are good. Test results are analysed carefully identifying groups of pupils or subject areas that need attention. All teachers have been observed teaching, many by subject co-ordinators who received allocated time to monitor teaching and learning in their subject. The school encourages a climate of observing and sharing good

practice. Performance Management arrangements are fully in place and all staff are working towards agreed targets and objectives. Staff have job descriptions, which are reviewed regularly. Due to staff changes school improvement planning has been consolidated recently. The school improvement plan for 2002/5 is reflective of the school's current priorities. It is of good quality and effectively prioritises action in the short term, one year, and the longer three-year period. Specific curriculum priorities are clearly identified in a separate but related document. Priorities have identifiable success criteria and a time scale by which they should be achieved. All staff have opportunities to contribute to reviewing the school's work, which has a positive impact on the school's ability to improve. The headteacher and staff work hard to implement these plans and there is growing evidence of their effectiveness. Key staff are clear about what the school should do to improve even more. All staff, teaching and non-teaching are very committed to continuous improvement.

49. Strategic use of resources, including specific grants is good. Clearly articulated spending plans show where the school is using funds to address improvement issues. These include plans to provide further professional development for all staff, improving the quality of the curriculum and raising standards within the school. Educational priorities are supported well through the school's financial planning. The school is carrying forward a larger sum of money than is usually seen, but this is partially due to the successful bid for additional standards fund monies to support the Key Stage 1 class size initiative, to keep classes below 30. The school is very clear about how it wants to use this money and has taken sensible precautions to cushion the short-term impact of anticipated reductions in pupil numbers. Additionally, the school has recognised the need to ensure the Foundation Stage is appropriately supported in future years. Money allocated to support pupils with special needs is used well. Governors have a very good understanding of the need to ensure that best value for money is achieved. They have adopted a very good best value statement so that major expenditure is managed efficiently. Day to day management of the school is good. The secretary supports the school well and contributes positively to the school's smooth running.

50. There is a good number of well-qualified and appropriately experienced staff to meet the demands of the curriculum. The learning support workers in the school are dedicated and highly valued and they make a significant contribution to pupils' learning. There is a strong team spirit in the school, reflective of all members of staff's commitment to meeting every child's learning needs. A very useful staff handbook supports induction of new staff well. It gives clear guidance on procedures such as planning and day-to-day organisational issues. A mid-day supervisors' handbook provides useful information and guidance to staff. The school works closely with initial teacher training organisations and provides good opportunities for the training of new teachers.

51. Accommodation in the school is good overall. The school buildings are very clean, which is a tribute to the hard work of the on site caretaker and the cleaning team. Classrooms are large and attractively displayed with pupils' work. There is a safe, secure outside area for the Foundation Stage. The pond area is attractive and supports numerous aspects of learning. The playgrounds are adequate in size and provide for some quiet areas. However, the outdoor playground and adjoining field slope. Access to the level field has to be negotiated. This inhibits development of outdoor games activities. The library has been re-arranged according to topics to make it easier for pupils to borrow books but it is not used sufficiently to encourage reading and library skills. Although learning resources within the school are good overall, there are not enough tuned percussion instruments in music. There have been particularly good improvements in the provision for information and communication technology; it is used very effectively by all staff and is now strength of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to improve even more, the headteacher, staff and governors should

*Increase the proportion of pupils achieving the higher level three in reading by

- Enabling more pupils to read a range of books fluently and accurately. (Paragraph 65)
- Enabling more pupils to read independently using appropriate strategies to establish meaning. (Paragraph 65)
- Enabling more pupils to use their knowledge of the alphabet to locate and find information. (Paragraph 65)

*Increase the proportion of pupils achieving the higher level three in writing by

- Enabling more pupils to use different forms of writing to be adapted to different readers. (Paragraph 66)
- Enabling more pupils to extend their ideas logically and choose words for variety and interest. (Paragraph 66)
- Ensuring that more pupils use basic grammatical structure correctly and spell accurately. (Paragraph 66)
- Continuing the spelling and phonic programmes recently introduced in school. (Paragraph 66)

*Improve assessment procedures in subjects other than English and mathematics by

- Developing and implementing a whole school policy for formalising assessment of pupils' achievement. (Paragraph 37,82, 86, 90, 94.)
- Using the assessment information to inform curriculum planning even more effectively. (Paragraph 37)

* The above priorities have already been identified in the school development plan.

Minor issues for improvement

- To extend the recently introduced provision for extra-curricular activities. (Paragraph 26)
- Provide a more structured homework programme for pupils, especially those in Year 2. (Paragraph 19 and 41)

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	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	20	12	0	0	0
Percentage	5	15	50	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR- Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	213
Number of full-time pupils known to be eligible for free school meals	0	21

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	38
English as an additional language		No of pupils
Number of pupils with English as an additional language		0
Pupil mobility in the last school year		No of pupils
Pupils who joined the school other than at the usual time of first admission		18

Pupils who left the school other than at the usual time of leaving	6
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Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	01/02	38/42	28/26	66/68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33 (38)	37 (37)	37 (39)
	Girls	26 (26)	28 (25)	27 (26)
	Total	59 (64)	65 (62)	64 (65)
Percentage of pupils at NC level 2 or above	School	89 (94)	98 (91)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35 (37)	38 (40)	34 (39)
	Girls	27 (25)	27 (24)	26 (24)
	Total	62 (62)	65 (64)	60 (63)
Percentage of pupils at NC level 2 or above	School	94 (91)	98 (94)	91 (92)
	National	85 (83)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0

Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	142
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y2

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR– Y2

Total number of education support staff	10
Total aggregate hours worked per week	126

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	01/02
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	£
Total income	463473
Total expenditure	461118
Expenditure per pupil	2176
Balance brought forward from previous year	60963
Balance carried forward to next year	63318

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	9

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
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	66	30	4	0	0
Behaviour in the school is good.	38	55	4	1	1
My child gets the right amount of work to do at home.	29	51	13	1	6
The teaching is good.	76	21	1	0	1
I am kept well informed about how my child is getting on.	41	47	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	63	34	1	0	1
The school works closely with parents.	39	44	11	3	3
The school is well led and managed.	51	38	6	1	4
The school is helping my child become mature and responsible.	55	39	1	0	4
The school provides an interesting range of activities outside lessons.	24	39	16	3	19

* Totals may not add up exactly to 100 because of rounding.

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

53. At the time of inspection there were 61 children in three reception classes in the Foundation Stage. Children start school in the September of the year in which they become five. A good induction programme enables parents, children and staff to get to know each other well and children know what they can expect when they start school. Children join in activities happily, as a result of the good routines established by staff. Parents share the first 10 minutes of each day with their child enabling them to see and understand what their child is learning. Attainment on entry to school varies but is generally average overall. This is confirmed by the baseline assessments undertaken by the school shortly after children start in the autumn term.

54. Organisation and provision in the Foundation Stage are good. The three reception teachers share the responsibility for the Foundation Stage between themselves effectively. They are energetic and enthusiastic in their approach to young children and their needs. They provide a curriculum that is planned well enabling children to achieve the appropriate stepping-stones towards the early learning goals. This is an improvement since the previous inspection.

55. The quality of observed teaching and learning in the Foundation Stage was good. Sometimes it was very good. Teachers give children the confidence and security to learn effectively. Children are supported well by learning support workers. Children with special educational needs are also supported well and fully included in all activities. The majority of children make satisfactory progress and some make good progress throughout the reception classes. The majority of children will achieve the early learning goals and some will exceed them especially in personal and social development, communication, language and literacy and in mathematics.

Personal, social and emotional development

56. The quality of teaching and learning in this area is good. Children of all abilities make satisfactory progress and higher attaining children make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Children have very positive attitude to learning. They settle down to work quickly and enjoy their learning. Their relationships with teachers and each other are good. Children feel safe and secure and are able to trust the teacher and class assistant. Children have a sense of belonging and some sustain concentration on their chosen task for long periods. They begin to play co-operatively and share equipment sensibly. Children play independently and with confidence. Children behave well, and have an awareness of the behaviour expected of them. They are happy and treat each other and their environment with respect. In a good personal and social education lesson children developed a good understanding about why they need to treat things with care. The well-chosen story and interesting puppet engaged their interest and provided many opportunities for discussion.

Communication, language and literacy

57. The quality of teaching and learning in this area is good. Children of all abilities make satisfactory progress and higher attaining children make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Some will exceed them and be working at level 1 of the National Curriculum. Most children listen to stories with increasing attention. The teacher's enthusiasm makes all children eager to contribute and this develops their speaking and listening skills

well. In shared reading children understand what the title of a book is and all attempt to use the pictures to tell the story. Children express opinions and extend their responses because of teacher's good use of questioning skills. Teacher's challenge children and expect the most from them. For example, in a very good lesson linked to the travelling theme the teacher asked the children to re-read the sentence with expression. In another class, the teacher provided many interesting activities linked to the Train Ride. A small group of children acted out the story accurately supported well by a learning support worker. The teacher's creative approach makes learning fun. Higher attaining children begin to sequence words into sentences correctly, form letters and words accurately and spell some of the most used words such as "my", "you", "come", and "see" properly. Children greatly enjoy books and are developing early reading and writing skills well.

Mathematical development

58. The quality of teaching and learning in this area is good. Children of all abilities make satisfactory progress and higher attaining children make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Some will exceed them and be working at level 1 of the National Curriculum. Many children count reliably to 20 and some count up to higher numbers in 10's. One group of higher attaining children using practical apparatus added two numbers accurately to 20, for example, 5 and 15 equals 20, 3 and 13 equals 16, 2 and 9 equals 11. In practical activities and discussions, children use mathematical vocabulary involved in adding and subtracting. They begin to relate addition to combining two groups of objects. Children use everyday language to describe position, for example when in the train going to visit grandpa. They learn about shape and size by playing with different toys and apparatus. In a very good creative lesson they used words such as flat, curved, edges and a few used sphere and cylinder accurately. Children sing number songs and rhymes confidently and with enjoyment.

Knowledge and understanding of the world

59. The quality of teaching and learning in this area is good. Children of all abilities make satisfactory progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Children are encouraged to investigate different materials using all their senses and to select tools and techniques to make models appropriately. They have designed and made some vehicles linked to their theme of transport effectively using scissors, tape and glue. Teachers use the interactive whiteboards regularly and children are familiar with technological terms and correct usage. Computers are always available to the children and they are developing good mouse control. Children operate simple programs, with support, to enable them to use the mouse to click and drag icons; a few do this successfully without help. They use the construction kits appropriately. Children are learning about each other and their differences and to respect the beliefs of others. They learn to take care of the environment and to ask questions about what are the right and wrong things to do, for example during a candle time session in the morning when children had the opportunity to reflect on their actions.

Physical development

60. The quality of teaching and learning in this area is good. Children of all abilities make satisfactory progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Regular opportunities are available for children to play outside in a safe and secure area. They move around enthusiastically with confidence, imagination and in safety, although space is limited for using wheeled and pedal toys. Children show a good awareness of space, of themselves and others. In the hall they use a range of large and small apparatus and equipment effectively and in a controlled manner. Their use of small tools and equipment is developed appropriately. They manage tasks such as cutting, sticking and painting effectively.

Creative development

61. The quality of teaching and learning in this area is good. Children of all abilities make satisfactory progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Children explore colour, texture, shape and form effectively. For example, in a very good lesson children used clay and play dough to explore texture and shape in three dimensions. The children explored the smell and feel of the clay before making any shapes. Good links were made with numeracy describing shapes. Children recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music. In a very good music lesson children listened to the “Carnival of Animals” and expressed their opinions on fast and slow animals and then played musical instruments effectively in accompaniment. Children have many opportunities to develop their imagination in role-play activities.

ENGLISH

62. In the 2001 National Curriculum tests for seven year olds, results in writing were in line with both the national average and the average for similar schools. Results in reading were also similar to those found nationally, but were below average when compared with similar schools. Results have improved at a similar rate to those nationally. In 2001, results in writing improved at a better rate than the national trend, with boys doing slightly better than girls. However, no significant difference in their work was seen during the inspection. Pupils’ progress through Year 1 and 2 as seen in books is satisfactory, but was good in lessons observed during the inspection.

63. Pupils enter school with broadly average attainment and the majority make satisfactory progress. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. Current standards at the end of Year 2 are below those found at the time of the previous inspection. This is because of the lower attainment level of some pupils and the fact that recent initiatives put in place by the senior management have not had time to impact for this year group. These initiatives are, however, are having a positive impact on raising standards in spelling and writing and are likely to raise standards for six and seven year olds next year.

64. Standards in speaking and listening are broadly average. Most pupils listen attentively in lessons because teachers are skilled at engaging their interest and at asking questions that enable pupils to make a relevant contribution to class discussions. Learning support workers are adept at helping pupils with special educational needs. As a result pupils are keen and willing to contribute to lessons. In a Year 1 lesson, the teacher’s retelling of the story ‘The Tinder Box’ created such a good atmosphere for listening that pupils from all attainment groups recalled events in the story accurately. Most spoke clearly and gave detailed answers using a wide range of appropriate vocabulary. Good use is made of pair work to enable pupils to engage in speaking and listening activities. Teachers are good role models and speak clearly. However, some pupils’ responses are very quiet and sometimes opportunities are missed to improve their speaking to the whole class.

65. Standards in reading are close to the national average. However, fewer pupils achieved the above average level 3 in tests when compared to similar schools. This is an area for improvement. Pupils enjoy shared reading times in the literacy hour. A teacher’s lively reading of ‘The Apple and the Worm’ was a good model for pupils to improve their own reading of the poem. In guided reading sessions, illustrations are used to give pupils a feel for the story and this creates anticipation and makes

them want to read. Most pupils explain their favourite picture or event in a story, and by the end of the Year 2, some higher attaining pupils are fluent, expressive and confident readers. However, more pupils need greater opportunities to read independently using appropriate strategies to establish meaning clearly. Some parents enjoy books with their children at home; this has a positive impact on improving standards. However some pupils do not read regularly at home and use of reading diaries is inconsistent across the school. Books are well presented in classrooms rooms and some classes have added their own books to these displays. For example, Year 2 pupils have made information books about mini-beasts based on a visit from 'Zoo Lab'. An after school-lending library of taped books has been established to encourage reluctant readers to enjoy books. The library has been re-arranged according to topics to make it easier for pupils to borrow books. However, it is not used sufficiently to encourage pupils' reading and library skills. Pupils do not have enough opportunities to use their knowledge of the alphabet to locate and find information and to read a wide range of books fluently and accurately.

66. Standards in writing are similar to the national average. Many pupils use of grammar, punctuation and interesting vocabulary develops well as they follow the National Literacy Strategy, although some pupils need more opportunities to extend their ideas logically and chose words for variety and interest. The introduction of spelling and phonic programmes is having a positive impact on raising standards. Some pupils are successfully using the characteristics of various kinds of writing. For example, Year 1 pupils use alliterative phrases and rhyming words in their poems about 'Percy's Park'. Year 2 pupils wrote letters to the author, Eric Carle. However, others need more practise in the use of different forms of writing for different readers. This is an area for improvement. In Year 1 the clear structure provided to develop pupils' confidence as independent writers supports much of the writing. Information and communication technology is being used effectively in classrooms with the interactive whiteboard to help pupils plan, re-draft and edit work. Good opportunities are taken to develop pupils' writing skills through other subjects and work is displayed well in classrooms. Year 1 pupils have neatly labelled diagrams for their play equipment designs and Year 2 pupils wrote captions for storyboards based on problem solving in personal and social education lessons. By the end of Year 2, standards in writing are good for many higher attaining pupils, although insufficient opportunities arise for all pupils to ensure that grammatical structure and spelling are consistently accurate. Lower attaining pupils, and those with special educational needs, make appropriate progress matched to their level of attainment because they are well supported by adults in lessons. Some pupil's handwriting is underdeveloped which does not make it easy for them to ensure that they are writing accurately.

67. The quality of observed teaching and learning was good. Some was very good or excellent and this is an improvement since the last inspection. In these lessons teachers have high expectations of behaviour and work, lessons are planned well and pupils are fully involved throughout. In a Year 1 lesson pupils applied their learning about story events to write their own versions of 'Not Now Bernard'. All pupils achieved very well because the lesson was carefully structured for them to practise what they had been taught as they wrote each section of the story. Very good pace in a Year 2 lesson ensured that pupils increased their understanding of humour in poetry and enjoyed hearing each other's poems read out at the end of the lesson. In the satisfactory lessons work is not as clearly implemented as planning suggests, and pupils' writing is based on exercises that repeat rather than extend learning. As a result, pace in the second half of these lessons slows and pupils' interest and concentration are not sustained. Learning support workers effectively support groups of pupils and individuals in lessons, and valuable early learning support has been introduced this year. Teacher's mark written work carefully and most make clear to pupils what needs to be done next to improve.

68. Leadership and management of the subject are good. The subject is led well by an enthusiastic and knowledgeable co-ordinator. She has observed teaching and learning in all classes and correctly identified priorities in the subject. Indications are that the strategies put in place are increasing the

proportions of younger pupils working towards attaining the higher levels by the end of Year 2. Pupils' standards are regularly assessed in all aspects of English and the next steps in learning clearly identified; this has a positive impact on pupils' achievement

MATHEMATICS

69. Results of the 2001 National Curriculum tests for seven year olds results show that standards are similar to the national average. When compared with similar schools standards are average. Observations during the inspection indicate that pupils make satisfactory progress and that standards are average in Years 1 and 2. This is not as good as reported at the previous inspection, but increasing numbers of pupils are achieving the higher level 3. Pupils' progress through Years 1 and 2 as seen in books is satisfactory but was good in lessons observed during the inspection. Effective assessment arrangements, improved use of information and communication technology and very good leadership and management of the subject are having a positive impact on raising standards for pupils.

70. Year 1 pupils know and recognise odd and even numbers. They count confidently and demonstrate increasing confidence with number problem solving. They use their developing knowledge, skills and understanding to finding missing numbers or predict numbers in simple sequences accurately. A small number of higher ability pupils add and subtract to 100. Most pupils know and recognise coins when adding totals such as shopping lists correctly. Pupils know how to use strategies such as counting back to complete simple number games accurately. Pupils identify times involving half and quarter past appropriately.

71. By the end of Year 2, most pupils have a sound understanding of number. In numeracy lessons, pupils quickly respond to mental mathematical challenges with accuracy and speed. Pupils' understanding of addition and subtraction with numbers up to 20 is secure, but fewer pupils demonstrate similar competency in areas such as division and multiplication. Pupils count in 10's and use techniques such as halving and doubling to solve increasingly challenging problems accurately. Pupils know and name 2 and 3 dimensional shapes and record their properties correctly, including the identification of right angles. Most pupils understand the number problems, and have a reasonable idea if their answers are accurate or not. They check their work using appropriate strategies.

72. Opportunities to use mathematical skills in other subjects have been carefully incorporated into curriculum planning. This is an improvement since the previous inspection. For example, pupils in Year 2 were using graph-making techniques to record their findings about mini-beasts. The development of literacy skills within this subject is also good. Pupils in Year 2 for example, were writing sentences to record their findings when investigating data from a mini-beast hunt. The school makes particularly good use of information and communication technology to develop mathematical understanding. A number of lessons were observed where the use of computers supported learning outcomes for all pupils effectively. In one excellent lesson, the skilful use of an interactive whiteboard played a significant part in the success of the lesson, and enabled all pupils to make good progress. Pupils identified as having special educational needs receive good support. In lessons, work is suitably matched to pupils' prior attainment to ensure all pupils achieve appropriately.

73. The quality of observed teaching and learning was good overall. Sometimes it was very good or excellent. The best teaching was characterised by excellent lesson planning with tasks and activities that were of a suitably challenging nature and were well supported by a good choice of learning resources. Effective use was made of additional learning support workers, and pupils achieved more

than they thought they would. Effective questioning by adults of pupils ensured their involvement in the lesson was maintained. In the evaluation of one lesson a pupil remarked, "I didn't think I was going to be able to do that". Teachers make effective use of the National Numeracy Strategy, which ensures work is planned methodically and with appropriate emphasis on mathematical learning objectives for each year group. Opportunities to develop pupils' oral and mental mathematical skills are always taken, and main activities evaluated at the end of each lesson appropriately. Some homework is given to some pupils, but guidelines for work to be undertaken at home are unclear.

74. Leadership and management of the subject are very good. The co-ordinator is a capable and talented mathematician who, with the support of the headteacher, has worked hard to clearly identify key improvement objectives for the whole school. This includes the development of a more rigorous assessment and target setting system, which will track and monitor the progress and attainment of all pupils even more effectively. The work of the school has been carefully evaluated and feedback given to staff on areas to improve. Resources for this subject are good and make an effective contribution to pupils' learning.

SCIENCE

75. Teacher assessments in 2001 indicate that standards in science are broadly average when compared to all schools, but below average when compared to similar schools. All pupils make satisfactory progress, including those with special educational needs. Pupils' progress through Year 1 and 2 as seen in books is satisfactory but was good in lessons during the inspection. This is because of improved curriculum planning. The topic approach is successful in raising standards. For example, in Year 2 the theme of mini-beasts is successfully reinforced through other subjects such as art and design and design and technology. The performance of boys and girls shows no noticeable or persistent trends. Standards have been maintained since the previous inspection.

76. In Year 1, pupils experience life and living things and record their findings well. For example, when observing the rate of growth of runner beans they used "bean diaries" to evaluate changes to their plants over time. Their recordings include diagrams, charts and written reports, which accurately convey rates of change and growth. Discussions with pupils about their work showed that they knew what plants needed to live and what might happen to the plants without these elements. In their work on magnets and magnetism, pupils accurately identified which materials were magnetic and which were not. They recorded their findings appropriately, but there were fewer opportunities for predicting the outcomes.

77. In Year 2, pupils learn about healthy eating appropriately. They know which foods contain things that are good for them and foods, which if eaten a lot, may affect their health. Pupils know the parts of the body and accurately label and describe them. They use and understand appropriate scientific terminology, such as protein and fats. For example, one pupil explained that when choosing foods to eat, you "just have to be careful and have a balanced diet." In a lesson on the study of mini-beasts, pupils were looking around the school for evidence of mini-beasts. They counted the frequency of each mini-beast in various habitats and used sampling techniques to compare these accurately.

78. There are good opportunities for pupils to develop literacy and numeracy skills. Pupils talk about their work with great enthusiasm and interest. They listen attentively and write with increasing refinement about their methods, approaches and findings. They count accurately and use various recording methods such as graphs and pictograms. Information and communication technology is used

well to support learning in science. Pupils use computers efficiently to write reports and labels. They create charts and graphs during activities, such as the classification of mini-beasts appropriately.

79. The quality of observed teaching and learning was good. Planning for science is carefully considered and creatively administered. Teachers have a good knowledge and understanding of this subject and plan their work thoroughly. The use of scientific language is encouraged and lessons are constructed to make work as interesting as possible. For example, in a lesson the class teacher used a computer to summarise the work and to describe the construction of a pictogram. In the same lesson, the work of the lower attaining group was used as a basis to evaluate the successes of the lesson and to provide data for the completion of the pictogram.

80. Leadership and management of the subject are good. The co-ordinator has worked hard to support teachers' planning based on recent curriculum guidance, which provides a balanced scheme of work for the whole school. The co-ordinator monitors provision well and her file contains much evidence of work covered across the school. Through monitoring, the co-ordinator has identified that assessment procedures do not clearly identify what individual pupils know and understand and need to learn next. This omission has a negative impact on raising pupil's standards.

ART AND DESIGN

81. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards that are expected nationally for their age. Standards have been maintained since the previous inspection.

82. By the end of Year 2, pupils explore ideas in sketches and drawings. They investigate and use a variety of materials and processes appropriately. Pupils comment on differences in others' work and suggest ways of improving it. They have studied the work of different artists appropriately, such as Monet and Van Gogh. In an introduction to a lesson on still life pupils looked carefully at the work of different artists. The work was displayed very effectively on the interactive whiteboard that captured their interest well. Pupils in Year 2 made detailed observational drawings in their sketchbooks. They produced careful observational drawings of lilies using shading effectively to create the desired effect. They paid particular attention to line and tone. The varied and attractive resources stimulate pupils' interest and curiosity well.

83. The quality of observed teaching and learning was satisfactory. Planning is effective. Teachers have good relationships with pupils and they manage and organise classes well. The school has adopted and adapted the new government guidelines and by following them ensures that knowledge, skills and understanding are taught effectively. Topic themes link well into the area of art and design and make learning meaningful and relevant for pupils. Teachers provide pupils with interesting artefacts that stimulate their curiosity. Teachers and learning support workers work together well this has a positive impact on pupils standards.

84. Leadership and management of the subject are good. The recently appointed co-ordinator is enthusiastic and knowledgeable; she is committed to providing a positive arts curriculum. The co-ordinator's file is comprehensive and covers the main areas of monitoring, planning, pupils' work, budget allocation and spending. The school has developed an effective long-term plan that ensures coverage for all pupils. Teachers know their pupils well, but assessment procedures are informal and do not always ensure that the next steps in learning are clearly identified for individual pupils. The co-ordinator has correctly identified this as a priority for development. These recent initiatives and good

management of this subject have yet to impact on overall standards. Teachers value pupil's work and display it attractively.

DESIGN AND TECHNOLOGY

85. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards that are expected nationally for their age. Standards since the previous inspection have been maintained.

86. By the end of Year 2 pupils generate ideas and plan what to do next, based on their experience of working with materials and components. They use models, pictures and words to describe their designs. Pupils use tools and assemble, join and combine materials in a variety of ways. They recognise what they have done well as their work progresses, and suggest things they could do better in the future. A class book made by Year 2 pupils illustrated with digital photographs the variety and range of design and technology skills used by the pupils when making a crown to celebrate the Golden Jubilee. Pupils designed a mini-beast trap creatively, identifying the criteria for their designs well. They used pictures and labels to develop their ideas effectively

87. The quality of observed teaching and learning was good. Teachers follow the government guidelines and ensure that knowledge, skills and understanding are taught effectively. Good links made between this and other subjects that makes learning relevant and interesting for pupils and has a positive impact on the standards that they attain.

88. Leadership and management of the subject are good. The co-ordinator is efficient and effective. She follows the school's agreed procedures in monitoring work around the school, collecting evidence from each year group and observing teaching and learning in classes. As part of her review of the subject she has correctly identified the assessment of pupil's work and use of this information as a priority for the subject.

GEOGRAPHY

89. Although no teaching was observed during the inspection, a scrutiny of pupils' work indicates that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards that are expected nationally for their age. Standards since the previous inspection have been maintained. Pupils' understanding of the school's locality and a contrasting overseas locality develops appropriately.

90. Year 1 pupils are introduced to the idea of a plan view by drawing a toy from above. They develop their geographical skills by making maps from the aerial photographs of models they have made to show the route from home to school. Good planning ensures that texts used in literacy lessons are used well to enhance learning. For example, pupils posed questions and plotted routes on a map based on 'Percy's Park'. In Year 2, pupils make use of the Internet, CD-ROMs and books to investigate a contrasting locality. Each group displayed its findings about location, climate, animals, religion and culture carefully in class books. They shared their knowledge and understanding of the three different continents in school assemblies.

91. The curriculum has been enriched through links with areas such as information and communication technology, music, dance and personal, social and health education. Planning includes appropriate fieldwork and investigations outside the classroom.

92. Leadership and management of the subject are good. The subject is managed by a knowledgeable and enthusiastic co-ordinator. The use of new technology is having a positive impact on raising standards and creating interest especially for average attaining boys.

HISTORY

93. Although no teaching was seen during the inspection, a scrutiny of pupils' work indicates that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards expected nationally for their age. Standards have been maintained since the previous inspection. Pupils' achievement in some areas of historical enquiry is good because of the way in which the school has based teaching on a wide range of information sources linked to other areas of the curriculum.

94. Pupils' understanding of chronology develops well and there is progression in the use of phrases that are associated with the passage of time. Pupils in Year 1 compare 'old' and 'new' toys and label drawings to show the different characteristics. In Year 2, pupils identify kitchen utensils from the past. They place them on a time line from 'oldest' and 'nearly oldest' to 'not very old' and 'new'. They explain how they were used and give modern equivalents. Pupils are actively involved in finding out about the past and bring in artefacts and evidence for museum displays in classrooms.

95. Teachers made good use of information and communication technology to prepare pupils in Year 1 for their visit to Warwick Castle. Pupils made sketches, looked at artefacts in the armoury and saw life-sized models of medieval people at work in the castle. Their learning about life long ago was reinforced with role-play in a medieval day at school. They made clay thumb pots, practised weaving and tasted medieval food from bread plates. Some of their work was recorded on the school website.

96. The Golden Jubilee was an appropriate focus for historical enquiry for Year 2 pupils. They asked older relatives and friends for their recollections of the Coronation. Artefacts, books and newspaper cuttings are displayed in a museum corner together with observations made by the pupils after watching a video of the ceremony. In good links with literacy, pupils wrote letters to the Queen inviting her to visit their party.

97. Pupils' experience as young historians is enriched because the school has developed schemes of work that make work interesting and the purpose of learning clear. Monitoring of pupils' response to topics is based on discussions with them. As part of a whole school review, the co-ordinator is in the process of developing other ways in which pupils' achievement can be assessed more accurately. Leadership and management of the subject are good. The co-ordinator follows the school's effective system for subject co-ordination and observes pupils in classes and collects samples of their work to check that work that is planned is covered. The co-ordinator has correctly identified assessment procedures and the use of assessment information as an area for improvement in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make good progress and attain standards that are above expectations for their age. This indicates good improvement since the time of the last inspection, where standards were as expected. The school has worked hard to identify learning opportunities through information and communication technology in most subjects. Pupils are given the time to develop their skills and the school has made particularly effective use of "interactive whiteboards" throughout the school to further enhance learning opportunities. Pupils achieve well, there are no differences in the standards attained by boys and girls. Pupils are knowledgeable and skilled in their use of computers.

99. Above average standards have been attained because the school makes good provision for information and communication technology resources, the work of the subject co-ordinator has been of a high standard and the whole staff have recognised the potential that information and communication technology has for developing pupil's learning. As a consequence, all pupils receive good opportunities to develop their information and communication technology skills.

100. In Year 1 pupils choose an operation from a menu bar accurately. They select a suitable text and use the keyboard correctly. Pupils classify shapes using colour, and print out their work effectively. Pupils drag and drop text when writing a set of instructions, for example on how to use a tape recorder. They select and rotate shapes, change colours and shading and classify objects using a word bank, for example, when describing the characteristics of fruit. Pupils have a good knowledge of the keyboard and very good skills for operating a mouse. They have a good understanding of how the computer can support their learning and particularly enjoy work involving the interactive whiteboards.

101. In Year 2, pupils select computer programs to support various subjects well. In a discussion with a number of Year 2 pupils, they knew that they could choose word processing programs of varying complexity and sophistication to work on their writing skills. They quickly and competently log on and off the computers and show impressive knowledge of why this has to be done. One pupil reported that this action was necessary, because the "hard drive might get damaged." Pupils knew that they could store work on floppy disc, and could show how this was done. Pupils save and retrieve their own work, import pictures and know how to incorporate digital images into texts and documents. Work on control elements of information and communication technology saw pupils successfully manipulate a roamer around a course using knowledge of right angles to guide the route. Pupils are well aware of the need to comply with the schools well-conceived Internet policy. They know that they should not touch any buttons where they are unsure of the outcome, and that not all sources on the Internet are necessarily valid.

102. Very good provision has been made to incorporate information and communication technology in other subjects. For example in science, pupils use technology to record data from a mini-beast hunt. Pupils type labels and reports using word processing programs effectively. Examples of pupils work in history and geography contain digital images and downloaded materials from an approved website. Year 2 pupil's spoke enthusiastically about the way they used the Internet to support research on the Queen's recent Golden Jubilee.

103. The quality of teaching and learning was good. Teachers are confident and have recognised the role information and communication technology plays in helping pupils to learn. Computers are used in every classroom to good effect. Planning for the use of information and communication technology across the curriculum is good. Interactive whiteboards are used effectively to promote pupils learning in many subjects. In the best lessons teachers question pupils effectively and challenge and engage their interest.

104. In a very good physical education Year 1 lesson, the teacher used a program to support pupils' work in dance very effectively. The teacher used an example of art work by Kandinsky to ask pupils to select from the menu bar similar signs and symbols which would represent their dance through squiggles, curls, straight lines and dots. Pupils were confident in their approach to this task and corrected and amended any selections with which they were unhappy. When asked how to erase symbols, a pupil tried to change the look of the screen by selecting the colour white, and using the "fill" function to clear the screen. Although unsuccessful, the pupil was able to explain why this had not worked.

105. Leadership and management of the subject are very good. The school benefits from the energetic and knowledgeable management of this subject by the information and communication co-ordinator. Carefully considered schemes of work are in place which support the work of the school across several subject areas. Areas for improvement have been clearly identified and effective action taken which has resulted in higher standards. The high profile and very good co-ordination of this subject has made a positive impact on pupils' achievement that is above that expected of seven year olds.

MUSIC

106. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards that are expected nationally for their age. Standards since the previous inspection have been maintained. Pupils are given regular opportunities to sing and make music, and provision is made for them to experience a range of musical experiences. Music has been incorporated into the daily life of the school, and makes a positive contribution to pupils' spiritual, moral, social and cultural development, for example by listening to music from other cultures, songs about the environment and by working together to create a piece of music or dance.

107. The music curriculum is carefully planned and is supported by a number of competent musicians on the teaching and learning support staff. This has a beneficial effect on pupil's musical appreciation, especially when pupils compose their own music

108. Pupils enjoy the regular opportunities they are given to sing in assemblies. For example, they showed great enjoyment when singing "He's got the whole world in his hands"; they sang tunefully and enthusiastically. When joining in with the accompanying actions, pupils showed good rhythmic awareness. They listen attentively, for example to flute music by James Galway, as they entered the hall.

109. By the end of Year 2, most pupils have developed satisfactory music making skills. In a Year 2 lesson, pupils were devising their own notation to accompany work on "mini-beasts" appropriately. They used untuned percussion instruments to symbolise sounds to accompany their singing. When completing this task, most pupils showed they understood musical vocabulary such as, dynamics and timbre correctly. However, opportunities for pupils to accompany music with tuned percussion instruments are more limited, this hampers their understanding of pitch. Generally music composed by pupils is good, for example the music that accompanied "Percy's Park". Pupils are motivated and interested, which ensures that they sing and perform with energy and pleasure to a range of audiences.

110. The quality of observed teaching and learning was good. In a good music lesson using an interactive whiteboard the teacher had clear learning objectives that she shared with the pupils enabling them to understand exactly what was required of them. Pupils enjoyed the lesson, were fully engaged and made good progress in their learning about chorus and verse. Teachers use information and communication technology effectively to support pupils learning especially when composing their own music and sound pictures.

111. Leadership and management of the subject are good. The co-ordinator for music is a capable musician, and has a very clear idea of the issues, which must be addressed to further raise attainment. She has successfully established a good curriculum for music. Resources for music are satisfactory, but there are insufficient "tuned" percussion instruments such as chime bars, xylophones or glockenspeils. Recent initiatives and good management of this subject have not yet had time to impact on standards.

PHYSICAL EDUCATION

112. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards that are expected for their age. Standards have been maintained since the previous inspection. There is an appropriate range of gymnastics, dance and games activities taught through the year. Pupils in Year 2 have regular swimming lessons. All gain confidence in water and some swim 25 metres.

113. Year 1 pupils improve their control of movement and balance when they send and receive a ball, and in Year 2 they learn how to hit a small ball with a racket appropriately. In dance, Year 2 pupils link a variety of controlled 'mini-beast' movements into an imaginative sequence. Pupils work enthusiastically and co-operate with each other well. Pupils benefit from frequent opportunities to evaluate their performance and the performance of others. They achieve well in lessons where they are taught basic skills, practise techniques and teachers increase challenge by varying the tasks, for example bouncing a ball while moving around the hall then varying the height and speed of bounces. Pupils listen and move to music from other countries, which makes a positive impact on their cultural development.

114. The quality of observed teaching and learning was good. All pupils and teachers dress appropriately for physical activity. Teachers use good strategies to ensure that lessons have calm beginnings and endings. Well-organised warm-up activities set a fast pace and clear instructions and good demonstrations mean that pupils know what they are to do. Teachers maintain this pace by questioning pupils as they perform rather than having pupils sit and listen to a list of teaching points. Teachers and learning support workers liaise closely to support and evaluate pupils' performances. As a result, pupils with special educational needs are well integrated into lessons.

115. Leadership and management of the subject are satisfactory. Satisfactory co-ordination has maintained a sound standard in this subject. The newly appointed co-ordinator has led staff training in dance and this has led to improvements in the structure of lessons. She has correctly identified the need to provide more challenge so that pupils may achieve higher standards in games and gymnastics. The hall is adequate in size for indoor physical education, although pupils and adults have to walk through it to access other areas of the school. However, the outdoor playground slopes and access to the large field has to be negotiated. This inhibits development of outdoor games activities. Although teachers make ongoing assessments of pupils' achievements during lessons, there is no system for recording progress within year groups, and from one year to the next. This has a negative impact on raising standards. This is being reviewed as part of a whole school initiative. The current range of recently introduced extra-curricular sporting activities is satisfactory overall; the co-ordinator is involved in a local school sport partnership to extend these opportunities.

RELIGIOUS EDUCATION

116. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards that are expected for their age and meet the requirements of the locally agreed syllabus. The subject gives them insights into the faith and beliefs of others and is a contributing factor to the tolerant and respectful attitudes that pupils show to one another. Standards have been maintained since the previous inspection.

117. In Year 2, pupils learn about the Jewish faith. In one lesson pupils successfully enacted the celebration of Shabbat. They learnt about the scrolls and that the Torah contains the Ten

Commandments given to Moses. They knew that the Bible was written in Hebrew and that it was written in a different direction to our writing. Pupils learnt about the different rituals that Jewish families follow and hold important to them. They enjoyed the lesson and recalled much that they had previously learnt.

118. The quality of observed teaching and learning was good. The curriculum has been enriched through links with areas such as, music, dance and personal, social and health education. Teachers follow government guidelines and the locally agreed syllabus ensuring that knowledge, skills and understanding are taught effectively. The thematic approach linked to this subject makes learning relevant and interesting for pupils and has a positive impact on the standards that they achieve.

119. Leadership and management of the subject are good. The co-ordinator has developed an effective long-term plan using government guidelines and the locally agreed syllabus to ensure coverage for all pupils. She has identified assessment procedures as a priority for action and has begun to devise a manageable system for staff.