

INSPECTION REPORT

CRAWLEY GREEN INFANT SCHOOL

Luton

LEA area: Luton

Unique reference number: 109702

Head teacher: Gillian Major

Reporting inspector: David Marshall
27681

Dates of inspection: 16th – 19th June 2003

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Beaconsfield Luton
Postcode:	LU2 0RW
Telephone number:	01582 724267
Fax number:	01582 487908
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S C Stephens
Date of previous inspection:	29 th June – 2 nd July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Marshall Registered inspector 27681	Art and design Design and technology Physical education Information and communication technology Special educational needs	How well are the pupils taught?
Ernest Marshall Lay inspector 14141		How well does the school work in partnership with parents? Pupils' personal development and attendance.
Christine Canniff Team inspector 18703	English Music Religious education	How good are the curricular and other opportunities offered to pupils?
John Evans Team inspector 20404	Mathematics	How high are standards? How well is the school led and managed?
Pauline Goodsell Team inspector 29989	Science History Geography Foundation Stage	How well does the school care for its pupils?

The inspection contractor was:

Schoolhaus Limited
Suite 17
BPS Business Centre
Brake Lane
Boughton
Newark
Nottinghamshire
NG22 9HQ

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crawley Green Infant School is situated on the east side of Luton. The pupils live in a range of accommodation – owner occupied, council, housing association and privately rented. Over 50 per cent of pupils come from outside the catchment area; most of these from more socially disadvantaged areas of Luton. Crawley Green was a grant maintained school for six years. It is now a Foundation School. There are 248 pupils on roll –138 boys and 110 girls in nine classes. Pupils’ attainment on entry to the reception classes is below expectations for their age. Fifteen per cent of pupils are on the school special educational needs list. There are no pupils with statements – below the national average. Twenty-one per cent of the school roll are from other ethnic backgrounds, which is slightly above the national average. Nine per cent of pupils have English as an additional language - half of these are at an early stage of language acquisition. Twenty per cent of the school roll are claiming free school meals – slightly above the national average.

HOW GOOD THE SCHOOL IS

Crawley Green Infants is a good school that provides a happy and stimulating learning environment for its pupils through its very broad curriculum and very good range of additional activities. Standards in English and mathematics are above the national average, and pupils achieve well in literacy and numeracy, whatever their background or previous attainment. The quality of teaching is good. The school is very well led and managed by the head teacher, with good support from all other staff. The school provides good value for money.

What the school does well

- Standards in English and mathematics are improving and pupils of all abilities make good progress.
- The head teacher and key staff provide very good leadership and management.
- Provision in the Foundation Stage is good, so children make a good start to their education.
- Teaching and learning are good and are supported very well by the work of nursery nurses and teaching assistants.
- The provision for the pupils’ personal, moral and social development is very good.
- Provision for pupils with special educational needs is good; these pupils have access to the full curriculum and make good progress.

What could be improved

- The use of information from assessments to set more precise learning targets for pupil in Years 1 and 2.
- Consistency in the marking of pupils’ work to ensure that they make the best progress.

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 July 1998. Since then there has been good improvement overall. The capacity to improve further is good. The standards achieved in English, mathematics and science are now higher. Subjects that were weaker at the time of the last inspection, art and design and design and technology, are now good. The quality of lesson planning has been improved by identifying precisely what pupils are expected to learn and increasing the pace of all lessons. Assessment procedures have been introduced and the outcomes are now used effectively to inform teachers’ planning for individuals and groups of pupils, although there are still ways in which this information could be used more effectively in target setting. The role of the governing body has been enhanced so they are now making a more effective contribution to all school developments. All requirements are now being met in terms of the school brochure and the governors’ annual report to parents.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	C	B	A	A
Writing	C	C	B	B
Mathematics	C	E	B	B

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

Children in the Foundation Stage achieve at least satisfactory standards in all areas of learning, learn well and make a good start to their education. They achieve particularly well in their personal, social and emotional development, in their physical learning, knowledge and understanding of the world and communication, language and literacy.

Pupils in Key Stage 1 have reached their challenging targets in National Curriculum tests. The trend over the last three years has been one of continued improvement, and in line with the national trend. The targets set for the 2003 are for more improvement and the school is well placed to achieve them. This continued progress is due to the teachers' careful planning, the implementation of their own, Crawley Green, Literacy Strategy and National Numeracy Strategy and the good variety of learning opportunities provided. As a result, pupils of all abilities achieve well, including those with special educational needs, or with English as an additional language.

Current standards in English for seven-year-olds are generally above average as older pupils make good progress. The standards being reached in mathematics and science are average. In art and design, and especially in design and technology, pupils achieve standards above expectations for their age by the time they leave school. They achieve at least satisfactory standards in all other subjects of the National Curriculum, apart from music where their achievements are below expectations for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are enthusiastic in their lessons, show an interest and concentrate well on what is being taught. They try hard to please.
Behaviour, in and out of classrooms	Behaviour in class and when moving around the school is very good across all the age groups.
Personal development and relationships	Pupils' personal development is very good. They develop very good relationships with other pupils and with both teaching and non-teaching staff.
Attendance	Attendance is satisfactory.

The personal, social and emotional development of all pupils is very good. The way they work and play together so well makes a significant contribution to their overall learning.

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 teaching is good and sometimes very good and meets the needs of all pupils well. Very little unsatisfactory teaching was observed. This represents a significant improvement since the inspection in 1998. Teaching in the reception classes is good. Teachers in these classes are able to catch and keep children's attention very well because of their careful planning based on early assessment and their efficient use of resources. The cheerful and supportive atmosphere created enables the children to settle down well and immediately begin to learn.

Teachers' knowledge and understanding of the curriculum are good throughout the school. They are particularly careful to set work at the right level for pupils of differing ability. Teachers know pupils well and work closely with teaching assistants to support pupils in groups outside the classroom and within lessons very effectively. As a result, pupils with special educational needs receive strong support and make good progress. The teaching and support of pupils with English as an additional language are good and they achieve sound standards in their work. The teaching of literacy and numeracy is good because teachers provide challenging tasks. Able pupils are consistently challenged in these lessons because teachers' expectations are high and well informed. A significant strength is the way teachers ask questions to encourage pupils and challenge their thinking and bring them all into the discussions. Pupils' responses are valued and this helps them feel good about themselves. They begin to concentrate well, work independently and listen carefully to their teachers and to each other. Lessons are consistently of a good pace. Teachers manage pupils very well, which results in the very good behaviour and good progress. They relate very well to their pupils and these very good relationships bring warmth and purpose to lessons in all parts of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a wide and varied curriculum. The provision for environmental education is outstanding. The Foundation Stage curriculum is very good.
Provision for pupils with special educational needs	Good. Pupils are supported well in lessons and when withdrawn into small groups. Individual education plans are of a very high quality, with relevant and achievable targets that are regularly reviewed.
Provision for pupils with English as an additional language	Good. Provision and support in this area are good when required. Pupils make good progress and achieve appropriately high standards.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. There is a very strong emphasis on developing very good moral and social attitudes throughout the school. Pupils' spiritual and cultural development is good. This leads to very good personal development for all pupils.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good. The monitoring and promotion of attendance are good. Teachers know their pupils well and they make good assessments of their work in English and mathematics. Assessment in other subjects is under-developed.

Parents have very supportive views of the school. They say their children like school, make good progress and are expected to work hard and achieve their best. The quality of information provided for parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management of the school are good. The head teacher is a very effective leader and manager and gives the school a clear direction in its work.
How well the governors fulfil their responsibilities	Good. Governors take their responsibilities very seriously, support the school well and are beginning to play an effective role in shaping the direction of the school.
The school's evaluation of its performance	Sound. The head teacher's monitoring of teaching and learning is of a satisfactory standard. It is detailed and informative. The school's arrangements for analysing its performance and taking appropriate action are sound and enable staff and governors to set well-judged priorities for improvement in the good school improvement plan.
The strategic use of resources	All resources are being used well. The head and school administrators have good procedures in place to ensure they acquire best value in all purchases made.

The current level of staffing and resources is good and meets all the requirements of the National Curriculum. The school accommodation is generally good. This enables the staff to meet the requirements of individual pupils in full. The experience and expertise of teachers and support staff provide well for all pupils regardless of ability or background. The good partnership that the head teacher has created amongst all staff enables them to give of their best and create a supportive learning environment. The school manages its finances effectively. The administrative officers carry out the day-to-day functions of the office well; they ensure that all matters relating to income and expenditure are dealt with efficiently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • Teaching is good and their children are expected to work hard and achieve their best. • The school is helping their children to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • Information about their children's progress. • The school should work more closely with them. • The range of activities outside lessons

The inspection team agree with the positive views of the parents. The inspection team judge the partnership with parents as good and consider the information provided on pupils' progress is also good. The school's provision for extra-curricular activities is very good, particularly so for an infant school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school their attainment is generally below average, though there are variations from year to year and the range of ability is wide. Children make good progress in the Foundation Stage because the quality of teaching is good. This gives children a good start to their schooling and enables them to achieve well. Teachers, nursery nurses and teaching assistants support individual and group activities very effectively, enabling children to learn at the rates and in the ways that are right for them. Skilled management and a broad, well-organised range of interesting learning activities combine to engage children and promote good progress in all areas of the curriculum. As a result, by the time they are five, most children reach the early learning goals in personal and social development, communication, language and literacy, mathematics, creative and physical development and in their knowledge and understanding of the world. About a quarter of the children exceed the early learning goals in all the areas of learning. The school's inclusive ethos and well-planned provision enable children with special educational needs or with English as an additional language to share in this good overall progress.
2. Results of national tests in reading, writing and mathematics taken by seven year olds in 2002 showed that standards in writing and mathematics were above average and standards in reading were well above. A well above average proportion of pupils exceeded the expected level in reading, while in mathematics the proportion was above average. In writing, the proportion of pupils doing better than the expected level was similar to that found in most schools nationally. Compared with that of pupils in schools of similar type, pupils' attainment was above the average for writing and mathematics and well above in reading. Since attainment on entry to the school is generally below average, this shows that all pupils achieve well through the Foundation Stage and Key Stage 1. While pupils make good overall progress in English, mathematics and science, there is variation in their progress in relation to the targets teachers set. There is also significant variation in the security of teachers' target-setting from class to class. This reflects the fact that target-setting procedures are not yet fully developed and embedded.
3. Since the present head teacher took up post, results in reading, writing and mathematics have improved. Since 2000, reading has seen steady improvement above the national trend. From 2001, results in writing have improved from a position in line with the national trend to above. From a low point in 2001, when results were well below those found nationally, results in mathematics improved sharply to exceed the national average in the following year.
4. Inspection evidence shows that standards in English, including the high standards in reading, have been maintained with the current group of Year 2 pupils. Results in mathematics have seen some levelling off against the significant improvement from 2001 and are currently average. This reflects differences in the groups of pupils from year to year and the impact of different developments in the curriculum, particularly the timed implementation of the school's literacy and numeracy strategies. The results of national tests from 2000 to 2002 show that girls significantly outperformed boys in reading, writing, spelling and mathematics. However, work seen during the inspection showed no significant differences in the attainment or achievement of boys and girls or between any other groups of pupils, and this reflects the care now being taken by the school to ensure equality of opportunity for all pupils.
5. Work seen during the inspection shows that pupils' overall attainment in English is above average by the end of Year 2. Standards in reading are a particular strength and are well above average. In writing, standards are above average, and a high proportion of pupils exceed standards expected for their age, though the standard of handwriting is only satisfactory.

Pupils' speaking and listening are at a level expected for their age. Pupils continue to achieve well and make good progress because of the good start they are given in the reception classes and the overall good teaching in Years 1 and 2. Pupils with special educational needs make good progress, because teachers plan work that meets their needs well and support them effectively in lessons. Pupils for whom English is as an additional language also make good progress because of the well-matched support they receive.

6. Pupils make sound progress in speaking and listening. All teachers place good emphasis on developing pupils' knowledge and understanding of key vocabulary, for example in science and mathematics. This enables pupils to share their ideas and demonstrate their learning more effectively. Pupils do very well in reading, because teachers use the additional time spent teaching reading to good effect. In writing, most pupils' achieve at least the expected level for their age. Improvements in the curriculum, for example introducing pupils to an increased range of writing styles and providing greater challenge for higher attaining pupils, are starting to bear fruit. By the end of Year 2 most pupils structure their writing logically and are good at spelling. Higher attaining pupils write in more complex sentences, usually with correct punctuation.
7. By the end of Year 2, standards in mathematics are average. Pupils enter the school with below average standards in mathematical knowledge and skills. They make good progress and achieve well by the time they leave. This good overall progress is shared by pupils of all abilities and by pupils with special educational needs or English as an additional language. Pupils' good achievement results from the good and often very good quality of teaching. It also reflects the effectiveness of the school's strategy for the teaching of numeracy, incorporating improved planning arrangements, that was introduced soon after the appointment of the present head teacher.
8. Last year teachers assessed pupils' attainment in science as below average by the end of Year 2. Due to the effective teaching, attainment has now improved and is in line with national expectations. Most pupils, including those with special educational needs, make good progress through the school and achieve well. By the end of Year 2, most pupils use simple equipment, and make task-related observations. When testing different materials, pupils predict what might happen next, but their understanding of how to make a test fair or improve their investigation is underdeveloped.
9. In most subjects, pupils' attainment is in line with the expected levels. Most pupils, including those with special educational needs, make at least sound progress in these subjects. In art and design and design and technology pupils achieve standards above those expected for their age by the time they leave school. However, standards in music are below the expected level. This is because insufficient time is allocated for the teaching of music. Standards in music have fallen since the last inspection because, although teachers, including the subject co-ordinator, are committed to improvement, there is no one on the staff with the musical expertise to provide guidance and advice.

Pupils' attitudes, values and personal development

10. Pupils have very good attitudes to school and parents say their children are happy to be part of the school community. They are enthusiastic in their lessons, show interest and concentrate on what is being taught and try hard to please. They develop very good relationships with other pupils and with all adults. The excellent external environment provided by the school provides pupils with many opportunities to participate in outdoor study and activity-based lessons, which they clearly enjoy.
11. Behaviour in class and when moving around the school is very good across all the age groups. Pupils need no supervision when moving to different rooms for lesson changes. They do not run or jostle their classmates. Pupils seated on the hall floor waiting for assemblies to start are patient and quiet. Behaviour in the dining hall follows the same high standard and

lunchtime is a pleasant social event as a result. Exclusions are rare; one pupil has been involved during the current year and none last year. There is no evidence of bullying or other forms of harassment. The overwhelming majority of parents say that behaviour is good.

12. Pupils work well together in pairs or groups as and when required. Pairs form easily and pupils freely collaborate with each other. A particularly good example was seen in a Year 2 country dancing session when the teacher let pupils decide for themselves, which they did quickly and sensibly. In other lessons they shared resources sensibly and waited for their turn without fuss. Pupils show respect for each other and for their feelings. The 'Friendship Stop' in the playground is used by any pupil wishing to form a friendship or join in a game. There is no shortage of volunteers arriving whenever a pupil is seen standing by the marker post.
13. Pupils' personal development is very good. They are polite when talking to visiting adults and very keen to engage them in conversation. They have enquiring minds and are also very happy to talk about themselves and their likes and dislikes. Older pupils take on range of additional responsibilities such as weeding, planting and watering in the vegetable garden, litter picking, and keeping 'Paddington's Room', the library, clean and tidy. Teachers have 'daily helpers' who help to put out and clear away resources for use in lessons. There are some opportunities for pupils to organise and plan their own work, such as designing and making a moving vehicle in design and technology. Pupils show initiative and creative thought and apply themselves well. Pupils support a local hospice and both local and national charities. The awareness of the needs of others is clearly and sympathetically understood.
14. Attendance is in line with the national average for primary schools and is satisfactory. The school has recently introduced initiatives to improve attendance and early results are encouraging. Registration meets statutory requirements and the school day starts and finishes on time.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching throughout the school is good and sometimes very good. This is a significant improvement since the last inspection when it was judged to be satisfactory to good.
16. Teachers plan lessons well to allow pupils time to think and explore ideas for themselves. This is an improvement since the last inspection when the need was identified for a sharper focus to learning in Years 1 and 2. In all lessons, planning is now detailed and clear. It shows how the lesson will progress and specifies what pupils are to learn. Joint, year group planning ensures that pupils in parallel classes have similar access and opportunity to learn.
17. The teaching is good overall in the reception classes and a quarter of the lessons seen were very good. The high quality of the teaching enables the children to make a good start to school, to make good progress and to achieve well. The teaching in all the classes has a number of strengths, including the good use of questions and talk to promote and challenge the pupils' thinking and communication skills. The classes are well organised and the children are very well managed. Very good use is made of the nursery nurses who effectively support individual and group activities. The teachers and their assistants provide a good number of productive learning activities although they do not always plan to make the best use of the outdoor play area and opportunities to link outdoor play to learning activities are missed.
18. Teaching in Year 1 and 2 is good. Teachers are confident and successful in managing pupils' behaviour well and they have a range of strategies for motivating them and engaging them effectively in learning. Lessons are carefully planned to ensure that pupils are always set interesting tasks. Some lessons contain many strengths. For example, in the very good literacy and numeracy lessons, the teachers were lively and purposeful in their approach which ensured that all pupils were quickly engaged, involved in the lessons and keen to contribute. Teachers explained the learning objectives carefully, checking that pupils understood essential vocabulary. There was always very good pace as they pushed pupils on

in mental mathematics activities or spelling games, urging them to respond quickly. The teachers' very positive responses to and the praise for individuals' efforts were clearly motivating and helping them learn. Throughout the lessons the teachers managed pupils' learning very effectively, keeping them fully involved but knowing what was coming, which kept the lesson flowing well. There were very good discussions, with appropriate time spent on discussing various addition strategies. As pupils worked at their individual or group tasks, the teachers ensured that pupils of different capabilities were set appropriate tasks, and both they and the classroom assistants supported pupils very well. Final sessions were very well managed, reinforcing pupils' learning, but also introducing how the work in this lesson would be extended the following day. Such skilful teaching had a most positive impact on the good progress pupils made.

19. Teachers have good subject knowledge. They draw on whole-school planning that is now thorough and well informed. This helps to ensure that learning progresses smoothly within lessons and from class to class. The way that a Year 2 teacher was able to combine a number of learning intentions in one lesson was very effective. She began by recapping a history lesson on famous events of the past and went on to place the Coronation of Queen Elizabeth II in a historical time-line. She then moved on to watching a video and initiating a compelling discussion about historical resources. The way she then used flash cards to move into role-play and drama was very effective. The pupils' knowledge of techniques such as sculpting, freeze-framing and thought-tracking were used exceptionally to introduce new ideas and check pupils' understanding. It is not surprising that the only note of dissent from the pupils was heard when they were told the lesson had to finish.
20. Most of the weaknesses in assessment identified by the previous inspection have been remedied. Good procedures are now in place for assessing and recording pupils' overall progress in English and mathematics. They are developing in science, but could be more effective. Teachers and assistants know their pupils well and watch the progress of their learning closely, but assessment is still too informal in the non-core subjects.¹ In some subjects teachers do not yet use assessments systematically enough on a day-to-day basis to plan work that builds consistently on what pupils already know. This results in occasional loss of challenge for able pupils and makes some lower ability pupils unduly dependent on support, slowing their progress towards independence. Although the marking by most teachers is detailed and informative and shows pupils what they should do to improve, there are variations that a more consistent application of the school's marking policy would end.
21. The teaching of pupils with special education needs is good. Teachers and assistants plan together each day and follow the concise targets in pupils' individual education plans. This helps to ensure that the tasks set for pupils with special educational needs are well matched to their needs and abilities. As a result, these pupils make good progress, especially in literacy and numeracy. In many lessons, the support for different ability groups is shared between teachers and assistants. When required, all staff take responsibility well for supporting pupils with English as an additional language and the teaching is good. Good individual targets are set to support the pupils in the initial stages of language acquisition
22. In all parts of the school, teachers manage pupils well. All teachers create a pleasant, constructive ethos for learning. As a result, pupils enjoy learning, behave very well and are fully committed to their work. Teachers instill good work habits in pupils, so that most pupils are well organised and responsible. Teachers and non-teaching staff provide strong examples of personal effectiveness and teamwork. This helps to promote very good relationships among pupils. It teaches pupils to behave thoughtfully, work constructively alongside one another and co-operate well. Teachers value pupils' contributions in lessons and use praise very

¹ The core subjects of the primary curriculum are English, mathematics and science. The non-core (or foundation) subjects are art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.

effectively. This motivates pupils and gives them pleasure in their work. In many lessons, teachers build on pupils' answers and suggestions. This increases the immediacy and relevance of learning.

23. Teachers question skilfully. This consolidates and extends pupils' knowledge, challenges pupils to formulate their own answers and, at its best, promotes insight and reflection and sustains pupils' interest well. In some lessons, for example in mathematics, teachers make good use of ICT. In a very successful geography lesson, the teacher made good use of artefacts to engage pupils' interest, making learning more tangible, rewarding and secure.

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

24. The school fulfils its aims of valuing the individual and celebrating achievement very well. It provides a very wide and varied curriculum with a good range of learning experiences. It is broad and satisfactorily balanced, with the exception of the time allocated to the teaching of music. This is too short and does not give teachers enough time to cover the planned activities in sufficient depth and leads to the below expected standards at the end of Year 2. Since the last inspection the school has revised the planning for art and design, and design and technology. Along with the reorganisation of how the allocated time is used, this has led to improved standards in both subjects, in which Year 2 pupils now achieve standards that are higher than those expected for their age.
25. A particular strength of the curriculum is the excellent provision for environmental education. This plays a significant role in developing pupils' awareness of environmental issues such as the need for recycling waste matter. It helps them to develop positive attitudes and a sense of personal responsibility to the environment. The school site is a very valuable teaching and learning resource. Teachers plan well for the use of the wonderful resources of the conservation area, the family of chickens, orchard and gardening plots to enhance learning in many subjects of the curriculum, and this helps to make subjects such as science more relevant to pupils. The environmental work is an integral part of school life and makes a considerable contribution to pupils' personal development. All pupils are involved in caring for and watching the development of the growing family of chickens and observing the wide variety of life in the conservation area. Each class has its own gardening plot, where they grow a variety of vegetables. For the past three years the school has won the Luton-in-Bloom Competition for the Best Infant School and Best Overall School in Luton.
26. There is a strong emphasis on English, but the requirements of the National Curriculum for all subjects are met. The school has developed its own literacy strategy, in which the national strategy has been adapted to meet the specific needs of its pupils. As a result of the time devoted to individuals and the provision of a wide choice of reading materials, this is working successfully and standards in reading are high. Teachers plan links across the curriculum well and pupils make good use of their literacy skills in subjects such as history, geography and religious education. The National Numeracy Strategy is working satisfactorily and pupils are achieving the expected standards. Pupils have appropriate opportunities to use their numeracy skills in other areas of the curriculum, for instance to carry out a wild flower survey.
27. Teachers plan together in year groups. This means that pupils of the same age, but in different classes, do the same work and learn at the same rate. For most subjects, pupils are grouped within the class on the basis of their progress and attainment. This arrangement ensures that pupils have good access to what is going on. Support for pupils with English as an additional language is good and the planning for pupils with special educational needs is good. As a result, pupils make the same progress as their peers.
28. The school provides a good range of visits and visitors to the school to enrich the curriculum and enhance pupils' learning in many subjects of the curriculum. These features, links with the

local community and the provision for extra-curricular activities have all improved since the last inspection. The many visitors, including theatre groups, musicians and a hedge-layering gardener, provide a very effective way of enhancing pupils' experiences. Other visitors, such as the local fire service and the local vicar, contribute to pupils' personal and social development, which is an integral part of the school's work.

29. The school makes satisfactory use of the local area for visits to support pupils' learning in history, science and the environment, but they are still looking to develop links with places of worship to enhance learning in religious education. The school's provision for extra-curricular activities is very good, particularly so for an infant school. The interesting range of clubs, which are available at different times of the year, include the gardening and wildlife club, fitness club and sports clubs, and football coached by the town football clubs.
30. The school's overall provision for pupils' spiritual, moral, social and cultural development is very good. Since the last inspection, it has sustained the very good provision for pupils' social development, and strengthened that for their spiritual, moral and cultural development.
31. Provision for pupil's spiritual development is good. Pupils have frequent opportunities to join in prayer, sing hymns and feel positive about themselves. Teachers value pupils' thoughts and ideas. The school provides pupils with appropriate insights into their own and others' values and beliefs through religious education lessons and assemblies. Teachers successfully promote pupils' sense of the wonder and beauty of the natural world through their work in a range of subjects, particularly in environmental education. Pupils are encouraged to look for sights and sounds of beauty in nature. They experience wonderful moments of awe and wonder when watching the hatching and development of the chicks, butterflies and frogs in the school's own nature and environmental areas.
32. The school's provision for moral development is very good. All classes discuss and draw up rules for how they should behave in lessons. These are displayed in each classroom along with the Crawley Green Environmental Charter. Adults set pupils good examples as they encourage them to distinguish from right and wrong, to be polite and to care for each other and their surroundings. These traits are well promoted in religious education and in personal, social and health education lessons. Celebration assemblies and lessons consistently encourage pupils to recognise their own individuality and worth. Pupils are noted for their different achievements, social and academic, and rewarded with verbal praise, stickers or certificates.
33. The school's provision for pupils' social development is very good. The head teacher and staff consistently treat pupils, other members of the school community and each other with courtesy and respect. This is reflected in the attitudes and response of the pupils. Teachers provide many opportunities for pupils to work together in groups and the way in which they interact with each other shows their success. For example, Year 1 pupils help each other with the weaving task in art, and they understand the need to take turns when playing spelling games in literacy. Teachers heighten pupils' social awareness through assembly themes and through the planned programme for personal, social and health education. Pupils are made aware of the needs of others, both in the local and world-wide communities, and the various charities they support.
34. The arrangements for promoting pupils' cultural development are good. The school extends pupils' cultural awareness well through a programme of carefully planned visitors and visits. Pupils learn about their own and other cultural heritages through studies in history, geography, art and religious education. Work in art and design, and design and technology gives pupils opportunities to express themselves creatively. Work linked to famous artists and to other parts of the world helps them to appreciate cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Parents of pupils who live outside the school's catchment area say they chose this school because children are well cared for and are very happy here. Every child is respected. The school makes very good provision for pupils' safety and well-being. The governing body takes an active role in its responsibility for health and safety and child protection matters. Child protection arrangements, including measures to screen incoming Internet material, are fully in place. All teaching staff have received relevant training. Appropriate risk assessments are carried out and routine checks on fire safety equipment, large apparatus for physical education and portable electrical equipment are systematically organised. Fire drills are held regularly. First aid provision is good with five qualified first aiders available.
36. Parents' concerns over the road safety issue related to the lay-by outside the school have been addressed. The entrance and exit are now closed and secured and the school is seeking the necessary planning approval for the redundant lay-by to be fully removed.
37. Procedures for monitoring and improving attendance are very good. The school has introduced a more rigorous daily check and follow-up procedure to investigate any unexplained pupil absence. Parents have been reminded of their obligation to ensure punctuality and regular attendance. Family holidays taken in term time are discouraged. The educational welfare officer works closely with the school and carries out home visits in any cases of difficulty. Pupils are now awarded certificates for 100 per cent attendance in each half term. The number of certificates awarded in the last half term was 123.
38. The school's expectations of high standards of behaviour are made known each year. Each class carries out a discussion of the behaviour rules and draws up a code of conduct as a result. Pupils sign up to the code and are expected to abide by it. Teachers apply the rules consistently and fairly in all age groups. Pupils showing inappropriate behaviour are reminded of the code and their written agreement to comply, and are expected to honour that commitment. Sanctions are available to the staff but are infrequently needed. Mid-day supervisors award 'Yellow Cards' to pupils showing good behaviour or kindness in the playground where a separate written code of conduct is clearly displayed. Merit certificates for good work, effort or attitude are awarded in whole-school assemblies. Teachers can award a special 'Star of the day' if exceptional circumstances apply. The pupils' very good behaviour and attitudes contribute positively to their learning and help create an atmosphere of mutual respect.
39. Monitoring of pupils' personal development is very good. Teachers assess each pupil's personal development at least on a quarterly basis or on more frequent occasions if incidents arise. The assessment is discussed within the year group staff and with other staff if appropriate. Records are maintained in files known as 'Social Notes' and are passed on to the next age group as pupils progress through school. Summaries are recorded on pupils' interim and annual reports for parents' information.
40. Personal development is promoted well through personal, social, health and citizenship education material within the curriculum and is taught for one session each week for every class. Circle time, when pupils can openly discuss any problems or concerns and propose solutions, are effectively included in all class timetables. The school is actively engaged in promoting the 'Healthy Schools' programme. Fire and road safety advisers attend to talk to pupils about personal and home safety, such as what to do in an emergency by dialing 999, and how to react to an approach from strangers. An after-school fitness club is provided and is well supported. The school is deeply involved with environmental issues and is working hard to win an 'Eco Award' competition. Pupils are positively encouraged to respect the world environment and are engaged in recycling initiatives plus topic-based activities centered upon the successful gardening club and the outdoor areas of the site.

41. There has been satisfactory progress made in addressing the key issue from the previous report, to 'raise attainment and progress by refining assessment procedures which would be useful in the planning of further work'. The assessment of pupils' work and the use made of the information gathered has improved since the last inspection and is now satisfactory. For instance, soon after entry into the reception classes an early assessment is carried out and the information is used to identify areas for development with individuals and groups of children. The teachers have satisfactory arrangements in place to check how well all children are learning on a daily basis and whether they are making enough progress. The information gained from assessing the children is used to group them and to plan further work. The children with special educational needs or English as an additional language are well identified at an early stage and good support is given to them. This enables them to take a full part in the activities planned for the reception classes and to make good progress.
42. The school has analysed the results from national tests and identified where there have been gaps in the teaching and learning and has planned work to address these weaknesses. Information from existing teachers' assessments is used to group pupils by ability and to set overall targets for cohorts. In the reports for parents at the end of Year 1, targets are set for the pupils for the following year. The teachers have all undertaken in-service training to refine their understanding of the levels that the pupils achieve in their writing and of how they can help the pupils to improve their work. This has been successful and standards in writing have risen. Information about the pupils' progress in reading is well documented and has been particularly effective in contributing to the good progress made by the pupils in learning to read.
43. Under the guidance of the new deputy head teacher, the school is in the process of reviewing all its assessment procedures. However, this work is still in its early stages. The school needs to build on recent improvements to use the full range of the assessment procedures to inform the planning of what pupils will be learning in all subjects in order to better match the work to pupils' needs and consistently challenge the higher attainers. The setting of targets on an individual basis is not yet fully in place and pupils do not have targets that are individual, precise and measurable. Many pupils do not know what their targets are, what they need to do to improve, or what they will be learning next. Some analysis has been done showing how whole year groups have progressed since they entered the reception classes. However, the tracking of each individual pupil's progress is only just beginning to help them to know if they are achieving as well as they can and if they are progressing at an appropriate rate. Assessment in some non-core subjects is in early stages of development and needs attention to ensure that a manageable and useful system is put in place. The school's new marking policy is not yet consistently implemented to ensure that all children are enabled to know what they have achieved, what they can do to improve their work and what they need to do next.
44. Overall the ways in which pupils' academic progress is monitored and supported are satisfactory. The teachers and adults throughout the school use praise and rewards to recognise the pupils' efforts and support their progress. The arrangements for the home/school library book partnership are carried out consistently and pupils change their books regularly. This has a positive effect on the progress of the pupils in learning to read.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents have very supportive views of the school. They say their children like school, make good progress and are expected to work hard and achieve their best. The staff are regarded as caring, friendly and approachable. Parents feel comfortable about coming into school to discuss any questions or problems concerning their children's education as teachers are available to meet parents at the end of each day.
46. The quality of information provided for parents is good. The home/school agreement is concise and has been well received. The school prospectus fully meets statutory requirements and is reader-friendly in style. The governing body annual report requires only

minor amendment to ensure full compliance. Two written reports on pupils' progress are issued each year, one for Key Stage 1 in February, and one in late June/July for all year groups. The interim reports cover pupils' general attitudes and progress in English and mathematics. The summer report covers all subjects with some individual targets set. Curriculum newsletters giving information on what will be taught in each subject are issued at the beginning of each term and other newsletters are also issued. Two parent consultation meetings are provided each year. Parents are invited into school to meet the class teachers and inspect and discuss pupils' work.

47. There are very few parent helpers attending regularly to provide help in the classroom. A parent helper and volunteer run the school library. There is no parent/teacher association. Fund-raising activities, however, are successfully organised by the school's administrative staff. Events such as a sponsored bounce, quizzes, bazaars and the weekly sale of school-cooked bread are well supported by parents and the community and raise a significant amount of revenue to supplement the school budget. Funds are spent on the outdoor environmental facilities and to pay for visiting workshops/theatre groups.
48. Most parents are satisfied with the homework arrangements bearing in mind the age of the pupils. Homework consists of regular reading and spelling activities. However, the small number of parents involved limits the overall effectiveness and impact of the school's links with parents. The school regularly approaches parents to encourage more to come into school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are good. The head teacher is a very effective leader and manager and gives the school a very clear direction in its work. Her vision for the school is consistent and well informed, focusing strongly on the interests and achievement of each pupil and the well-being of the school community. All staff share a commitment to improvement and the school's values are very clearly mirrored in all aspects of its work. The school's high expectations are reflected in improving standards over the last two years, in the very good quality of relationships and in pupils' very good behaviour and attitudes to learning.
50. Good arrangements for communication and joint planning enable staff to work effectively together. Staff support one another very well and provide constructive models of effective teamwork. Their agreed approaches to learning and the management of pupils are purposeful but always considerate and sensitive. These features help to build pupils' confidence, give them pleasure in learning and understand better how to work co-operatively with one another.
51. Frequent, planned meetings and day-to-day opportunities for consultation enable key staff to contribute valuably to decision making. They ensure that teaching and non-teaching staff are closely informed about curriculum matters and the needs of individual pupils. Weekly year group planning and evaluation meetings help to ensure that pupils in parallel classes have equal access to learning. These features help to promote good progress. Curriculum leaders are enthusiastic about the subjects they manage and, in several subjects, for example art and design, mathematics and design and technology, set very good standards in the quality of their own teaching. They are well informed, have a clear sense of the strengths and weaknesses in their subjects and work closely together in planning for improvement. Teachers' personal targets are well linked to priorities in the school improvement plan. Subject leaders manage their budgets carefully in relation to agreed curriculum priorities and this helps the school to achieve good value for money.
52. However, despite improvements, the school's arrangements for monitoring the quality of learning in the different subjects are not yet rigorous enough. This means that variations in the quality of learning, for example in implementing agreed approaches to marking, are not identified and remedied quickly enough. It also means that the very good practice found in many parts of the school and across different subjects is not always shared.

53. In most subjects, procedures for tracking pupils' progress have only been introduced recently. Though teachers have made informative comparisons of pupils' work across different classes and year groups and have a clear sense of the standards that pupils of different ages are expected to achieve, they have not yet built up enough accurate information to guide them in target-setting. As a result, there is some variation in the accuracy of teachers' predictions from class to class. This means that the work set for pupils of different abilities is not always as closely matched as it should be. However, teachers tend to err on the side of presenting work that is challenging rather than too easy. This favours the able pupils but sometimes leaves the least able unduly reliant on support, slowing their progress towards independence. The school's arrangements for analysing its own performance and taking effective action are satisfactory. School staff and governors draw on a sound range of information, including the results of national tests and finance information, to determine apt priorities for improvement. There are good arrangements to ensure that information about subject development is fully shared and that staff and governors are involved in planning for, and reviewing the outcomes of, curriculum changes.
54. The school's procedures for the induction of new staff are good. Staff new to the school benefit from mentoring and the ready support of colleagues. The school's welcoming, inclusive ethos, the good quality of provision and the shared commitment to improvement make the school well placed to provide initial teacher training.
55. The school governors are strongly supportive of the school and carry out their duties well. The governing body incorporates a valuable diversity of experience and relevant expertise. Governors keep in close contact with the day-to-day work of the school and are kept informed about curriculum matters by subject leaders and through the involvement of subject link governors. The involvement of the governing body in shaping the direction of the school is satisfactory and improving. Governors are devoted to the interests of the school and its pupils and have a good grasp of the school's overall strengths and weaknesses.
56. Staff and governors manage spending very carefully in relation to agreed priorities and apply the principles of best value well. The school makes satisfactory use of new technology in managing finance information and information relating to pupils' attainments. The school administrative staff, including the visiting bursar, make a valuable contribution to the day-to-day running of the school and with the security of financial procedures.
57. There is a good number of teaching and non-teaching staff to meet the demands of the curriculum. Staff work well together as a unified team. This is valuable in helping to promote a positive ethos for learning in which pupils progress well. The school's accommodation is good. A particular strength is the range of environmental areas and outdoor features, including the fitness trail. These are imaginatively conceived and maintained to a very high standard. They valuably enhance the range of learning opportunities provided for pupils, for example in science, and make the school outdoor environment unusually stimulating and attractive. There is a satisfactory range of classroom resources for all subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to continue to raise pupils' attainment and extend the school's current achievements, the governors, head teacher and staff should jointly:

- 1) Improve the monitoring and assessment of pupils' achievements by:
 - a) reviewing all assessment procedures to build on recent improvements in monitoring pupils' attainment and progress and using the full range of these procedures to inform the planning of what pupils will be learning in all subjects;
 - b) setting targets for improvement for all pupils that are individual, precise and measurable.

Paragraphs 9, 22, 50, 60, 61, 90, 98, 109, 113, 127, 142

- 2) Implement the school's marking policy consistently to ensure that all children are enabled to know what they have achieved, what they can do to improve their work and what they need to do next.

Paragraphs 22, 43, 52

OTHER MINOR ISSUES FOR THE SCHOOL TO CONSIDER

- 3) Review the provision for, and teaching of, music throughout the school to enable pupils to receive a full range of opportunities, and make better progress.

Paragraphs 24, 120-123

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

48

Number of discussions with staff, governors, other adults and pupils

16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	19	13	1	0	0
Percentage	4	27	40	27	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)	248
Number of full-time pupils known to be eligible for free school meals	49

FTE means full-time equivalent.

Special educational needs

YR – Y2

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	36

English as an additional language

No of pupils

Number of pupils with English as an additional language	21
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	42	32	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	38	39
	Girls	31	32	31
	Total	69	70	70
Percentage of pupils at NC level 2 or above	School	93 (94)	95 (84)	95 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	39	32
	Girls	31	30	30
	Total	66	69	62
Percentage of pupils at NC level 2 or above	School	89 (91)	93 (87)	84 (96)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	119	0	0
White – Irish	2	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	9	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	23
Average class size	27.5

Education support staff: YR – Y2

Total number of education support staff	10
Total aggregate hours worked per week	211

Financial information

Financial year	2002/2003
	£
Total income	673066
Total expenditure	697156
Expenditure per pupil	2869
Balance brought forward from previous year	59034
Balance carried forward to next year	34944

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	6

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	248
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	54	40	4	0	2
My child gets the right amount of work to do at home.	28	48	12	5	6
The teaching is good.	58	32	1	1	7
I am kept well informed about how my child is getting on.	38	38	17	5	1
I would feel comfortable about approaching the school with questions or a problem.	63	26	6	4	1
The school expects my child to work hard and achieve his or her best.	52	41	2	0	5
The school works closely with parents.	32	41	19	5	4
The school is well led and managed.	56	38	2	0	4
The school is helping my child become mature and responsible.	52	41	4	0	4
The school provides an interesting range of activities outside lessons.	30	28	22	5	15

*Figures may not equate to 100% due to 'rounding up'

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

59. There are currently 81 reception children in the school who attend full time. All the children begin school at the beginning of the year in which they are five, although there are a variety of arrangements in place for them to attend full time. Early assessments show that the majority of children are below expectations for in learning their age on entry into the reception classes. The good teaching means that the children make good progress in the Foundation Stage. By the time they are five the majority of the children reach the early learning goals in personal and social development, communication, language and literacy, mathematics, creative and physical development and knowledge and understanding of the world. About a quarter of the children exceed the early learning goals in all the areas of learning.
60. The school has effective arrangements in place for the introduction of the reception children to school. These include the children visiting the classes and meetings for parents before their child starts school, and as a result they come into school happily and confidently. They quickly learn the routines of the classrooms, for example putting their work away in their drawers and organising their coats and lunchboxes. The children behave very well in the reception classes. They enjoy learning, concentrate well and persevere to complete the tasks that are set by the teachers. They play and learn well, both alongside one another and increasingly together. The children are encouraged to take care of their own and the school's belongings and to put away equipment and tidy up after themselves. The teaching is good overall in the reception classes and a quarter of the lessons seen were very good. The high quality of the teaching enables the children to make a good start to school, to make good progress and to achieve well.
61. A good curriculum is provided and the children get a good start to school. The planned curriculum takes full account of the early learning goals for the reception children and the teachers plan literacy and numeracy activities that prepare the children well for their transfer to the National Curriculum. There is a good balance between activities that are directed by teachers and teaching assistants and those that the children choose for themselves. This gives them good opportunities to become independent learners and has a positive effect on their progress. The only minor shortcoming in the provision and use of resources is because teachers and their assistants do not always plan to make the best use of the outdoor play area. This is well organised and has a good range of play opportunities to enable children to enjoy break and lunchtime and play independently and safely. However, some opportunities to link outdoor play to learning activities are missed.
62. In the classes with reception-aged children the start to the day is calm, positive and well organised. There are good arrangements in place for the day-to-day exchange of information between parents, carers and the school staff and the children come into school happily and confidently. At the end of the day the children are given into the care of the known adult who is collecting them. The teachers monitor and support the personal development of the children very well. All adults know the children well and establish very good relationships with them, and this encourages the children to work hard and behave very well.
63. The teacher in charge of the Foundation Stage has a very good understanding of the needs of the children and of how to provide a curriculum that meets these needs. She leads a team of teachers and nursery nurses who work very well together to plan and provide activities that challenge the children and stimulate their interest in learning. The purpose-built classrooms, practical and outdoor areas and extensive resources provide very good facilities to support learning in the reception classes.

Personal, social and emotional development

64. Although there is a wide range of attainment the majority of children enter the reception classes with below average personal, social and emotional development. The children make good progress whilst in the reception classes and most of them achieve what is expected by the age of five and many exceed the early learning goals in this area.
65. The quality of teaching in this area of learning is good; all the adults ensure that the children have a clear understanding of what is expected of them and as a result they quickly develop positive attitudes to learning. The teachers have high expectations of the children's behaviour and ability to take care of themselves. The children are confident and independent when taking care of their personal hygiene and are increasingly so when dressing and undressing. The children's personal and social skills are developed well because they are provided with opportunities to work together and to reflect on the effect of their actions on others. They persevere with tasks and behave very well. There are very good relationships between all the adults who work in the reception classes and the children. The children gain confidence in speaking to adults and each other and by taking part in activities such as class assemblies performed for parents and the whole school. They respond well to questions from all adults and try hard to think things through for themselves because there is a good balance of teacher-directed tasks and of children-chosen activities. There are good opportunities for the children to develop independence and self-reliance; for example when they need a new reading book they are able, unaided, to go to the library at the other end of the school and select one from the correct shelf. The order for tasks for each group is displayed on the wall of each classroom. Impressively the children know which one they are to go to and are confident in beginning the activities and working in a purposeful and independent way.

Communication, language and literacy

66. Although there is a wide range of attainment the majority of children enter the reception classes with below average language skills. The teaching in this area is good with some significant strengths. These were particularly evident in sessions to foster speaking and listening skills and in the teaching of phonics. Overall, children make good progress and by the end of the reception year, the proportion of the children who achieve the early learning goals in communication, language and literacy is above average. A significant number of children exceed the early learning goals and are working within the first level of the National Curriculum.
67. The children enjoy listening to and reading stories and information books. They concentrate well in literacy sessions, and the basic skills of speaking and listening, reading and writing are taught in a good variety of ways. The children listen well to and talk to their teachers and other adults in individual and group discussions. The teachers give the children opportunities to talk about how the characters in stories and how they feel about events. The children respond well to stories such as 'We're Going on a Bear Hunt' and 'Captain Teachem's buried treasure'. However, following an expressive reading of the story the teacher missed opportunities to extend the children's vocabulary by checking that they knew the meaning of more unusual words and phrases. The teachers develop and build the children's early reading skills well through the sharing of books and stories and the good teaching of phonic skills. The majority of the children know the individual letters of the alphabet by sound and the more able ones are able to make blends such as 'th' and 'sh'. They recognise, read, and by the end of the year can write their names. They know a good range of words by sight and some can use their knowledge of letter sounds to help them read unfamiliar words. There are some occasions when the adults hearing the children read break down words into their component sounds too frequently and the rhythm of reading and the meaning of the story is lost. The children enjoy 'reading' stories that they already know, turning the pages in the correct order and telling the story themselves. The children take library books home to share with parents and carers and this makes a positive contribution to their achievement. Children acquire a satisfactory understanding of the writing process; they hold pencils correctly and are taught the correct

way to form letters. The classrooms have alphabet charts and labels to encourage the children to link letters and sounds and write words themselves. There are good formal opportunities for the children to encourage them to write for a variety of purposes although informal ones are more limited. However, on too many occasions in writing sessions the children copy what the teacher has written and opportunities for children to develop their skills to write independently are missed. This results in a slowing of progress in their writing skills.

Mathematical development

68. The children enter the school with overall below average skills in mathematical development. The teaching is consistently good which enables the children to make good progress in gaining mathematical understanding and skills. By the end of the reception year, the majority of the children have achieved the early learning goals and a significant number are working within the first level of the National Curriculum. Where the best teaching is seen the teachers make the learning fun through games; they involve all of the children who then build their confidence in counting and using number skills.
69. Overall, the teachers provide good opportunities for the children to count and use numbers, and this enables them to develop a good understanding of the number system. The children all recognise numbers one to ten in digits and most of the children can count to at least 20 and many confidently beyond. They understand the concept of simple addition and subtraction, working within 10. The children are given a good introduction to finding the properties of two-dimensional shapes. Through looking at patterns in nature they learn about symmetry and repetition. They can confidently compare different objects to see which are smaller or bigger, taller or shorter.

Knowledge and understanding of the world

70. Although there is a range of knowledge and understanding of the world, the majority of the children enter the school below the national average of attainment. The teaching is good and as a result by the end of the reception year the majority of the children have achieved the level expected in knowledge and understanding of the world and some will have exceeded it. Very good use is made of the environmental areas to support and extend teaching and learning in this area. For example, the children all have opportunities to plant seeds, care for them and watch them grow. They are delighted when it is their turn to feed the hens and collect the eggs, a very enjoyable activity that provides very good opportunities to develop their knowledge and understanding of the world around them. There are slight shortcomings in the way the well-equipped outdoor play area is used. The children have many occasions to play freely outside but few planned learning opportunities are linked to the good provision and it is not fully used.
71. The children are given good opportunities to use computers. They confidently use the mouse to point and click and they know how to use a variety of programs. They can change the font and its size and colour to word process their names. They enjoy drawing patterns and creatures using a paint program and they know how to print off their work. Using well-prepared photographic resources, the teachers discuss with the children where they can see features such as post boxes or bus stops locally, and what they are used for. A travel agent's role-play area has been set up with maps, brochures, telephone and tickets to give the children experience of how holidays are chosen and booked. The children have opportunities to investigate unfamiliar objects and make suggestions as to what they are used for or were used for in the past. For example, one child says he thinks a spirit level may be used for measuring. There are good opportunities for the children to learn about the faith and customs of Christianity such as baptism and the Christmas story. They hear stories from other religions, cultures and traditions and decorate their hands with Mendhi patterns. The reception children, by participating in whole-school activities, enjoy the visits of educational theatre groups.

Physical development

72. In the reception classes, the children develop their physical skills well. Most of the children reach the early learning goals in this area of learning and a number exceed them. The teaching in this area is good and the children make good progress. The children show a good awareness of space by not bumping into each other as they move and they take care when they are playing not to act in ways that may harm other children. They can accurately roll a ball backwards and forwards to each other. There are opportunities to develop skills on wheeled outdoor equipment and to climb and balance using the outdoor and indoor equipment. The children can dress and undress themselves with help with fasteners. They have extensive opportunities to develop fine motor skills using felt pens, pencils and scissors, as well as through joining together pieces when completing jigsaws, making models and threading pasta shapes to make necklaces.

Creative development

73. The children enjoy a good range of experiences in music, art, story and imaginative play. Overall the quality of teaching and learning is good and the children make good progress in their creative development from a below average attainment when they enter the school. Most children achieve the early learning goals by the time they enter Key Stage 1 and a significant number exceed them. The structured music lessons develop the children's understanding of sound, rhythm and tempo and the children become well involved in the instrumental activities. In other sessions, such as the class assembly the children sing songs and rhymes extremely competently and enthusiastically. Good teaching and learning were observed when teaching assistants involved the children well in creative activities using a good variety of media and materials. The children know a good range of colours; they paint self-portraits mixing colours accurately for skin and hair tones and observing facial features carefully. Materials such as wet and dry sand, water and modelling dough are available for children to explore and experiment with on a daily basis. Resources for and a variety of role-play situations indoors are provided such as the travel agents, garden centre and home corner. As part of the ongoing 'treasure' topic the children had very good opportunities to explore the exciting and interesting contents of colourful and attractive boxes. In the sand tray they sieved with enthusiasm until all the jewels and coins had been discovered. Further opportunities for children to use their imagination by independently choosing materials and subjects could be extended outdoors.

ENGLISH

74. Pupils' overall attainment in English is above average by Year 2. Standards in reading are a particular strength and are well above average for pupils' age. Standards are above average in writing, because the number of pupils attaining the higher level is higher than average. However, the standard of their handwriting is only satisfactory, because the quality of presentation is variable and pupils are not yet using a joined script. Pupils' speaking and listening are at a level expected for their age. Standards are similar to those at the last inspection and improvement has risen in line with the upward national trend. When they first come to school, pupils' attainment is below average, but they achieve well and make good progress due to the good start in the reception classes and the overall good teaching in Years 1 and 2. Pupils with special educational needs also make good progress, because teachers plan work to meet their needs and they are well supported in lessons. Pupils who have English as an additional language make good progress because the additional language support they receive is well matched to their needs and to the work that they cover in literacy lessons.
75. Pupils make sound progress in speaking and listening, because the good opportunities for speaking and listening that they experience in the reception class help them to develop confidence in using their voices. In a Year 1 writing lesson, the teacher created a role-play situation to encourage pupils to imagine the scene and encourage more descriptive language

by thinking of ways to describe sounds as well as sights they might see. All teachers place good emphasis on developing pupils' knowledge and understanding of key words relating to the lesson. This enables pupils to share their ideas and demonstrate their learning more effectively. For example, Year 2 pupils demonstrated good understanding of vocabulary such as 'pupa' when composing riddles associated with aspects of the life-cycle of a butterfly. Pupils listen carefully to teachers' instructions and so they know what to do when they settle down to the independent tasks in lessons.

76. Pupils do very well in reading, because teachers use the additional time spent teaching reading to good effect. They teach the basic skills well with a strong emphasis on the sounds of letters, so that pupils develop strategies, such as sounding out, to help them tackle unknown words confidently. When teaching these skills and introducing new sounds teachers plan an enjoyable range of activities to reinforce and extend pupils' knowledge. Pupils are highly motivated by word puzzle games and are keen to try out their newly acquired knowledge. The library is inviting and well resourced. Pupils have access to a wide variety of books, both fiction and non-fiction. These are carefully graded so that pupils are able to make their own choices within a level that is suited to their ability. They show good understanding of what they read and higher attaining pupils are confident in expressing their own thoughts about events and information. For instance, on being questioned on a non-fiction text about snakes, a Year 2 pupil commented, "I think people are frightened, because they think all snakes are dangerous." Teachers reinforce reading by using books in other subjects, such as history, geography and science, and by encouraging pupils to read up on something on the Internet.
77. In writing most pupils' achieve at least the expected level for their age. The improvements in the curriculum through introducing pupils to an increased range of writing styles and providing greater challenge for higher attaining pupils are starting to bear fruit. More pupils, particularly girls, are achieving above expectations. Although the difference between the attainment of boys and girls is similar to the national picture, the school has put in place strategies for encouraging boys to become more interested in writing. The teaching of writing is good overall with an appropriate focus on spelling, grammar and punctuation, so that by the end of Year 2 most pupils can structure their writing into a logical sequence of connected ideas and events. Higher attaining pupils write in more complex sentences, with mainly correct punctuation. Teachers use a structured approach to the teaching of spelling to good effect. As a result of this and regular practice, pupils are good at spelling. They make good use of what they have learned about sounds and word building. Pupils use an appropriate range of vocabulary and teachers encourage them to find alternative words to avoid repetition. More able pupils increasingly use more descriptive vocabulary, for example, "The boy was in utter chaos." Teachers plan good opportunities to develop pupils' writing skills in other subjects of the curriculum. Some of these tasks, however, do not provide pupils with enough opportunity to think creatively or to extend their range and use of vocabulary.
78. Teaching is good and sometimes very good. It is stronger and more consistent than at the last inspection. The school has developed its own literacy strategy, which includes the requirements of the national strategy, to meet the specific needs of its pupils. Teachers are conscientious in its implementation and it is having a positive impact on standards. Teachers know their pupils very well and, for the most part, match the work closely to their abilities, so pupils achieve well at their tasks, when working independently or with an adult. However, some lessons are too long so that productivity falls off towards the end and on occasion, both the time allowed and the task itself are not sufficiently demanding for higher attainers. This is, in part, due to the lack of individual targets to identify and track progress against areas for improvement in writing. Pupils' progress in reading is generally tracked well by the teachers, because of the individual approach. There are some inconsistencies between classes, in Year 2, in teachers' expectations of the quality of pupils' work and in the marking. Most teachers are implementing recent changes and now give pupils an idea of what they have achieved and can do and some guidance as to how they can improve. Praise is used appropriately to recognise their efforts and motivate pupils. Where teaching is particularly good, teachers use the final part of the lesson to involve pupils in evaluating their learning.

79. The leadership and management of the subject are good. The co-ordinator has great enthusiasm for the subject. She gives a good lead and knows what needs to be done through looking at teaching and checking pupils' work. The initiatives taken to improve opportunities for developing pupils' skills in different forms of writing have been successfully implemented and are beginning to have an impact on the progress of boys, but the school knows that it still has work to do. The co-ordinator is working on measures to improve ways of assessing pupils' progress, particularly in writing, and recording the information in a way that is more useful to teachers in planning pupils' next steps.

MATHEMATICS

80. By the end of Year 2, standards in mathematics are average. Since 2001, standards in mathematics have risen sharply and last year were above average. The slightly lower attainment of this year's pupils is due mainly to differences in the make up of the classes from year to year. This year a lower proportion of pupils attained the higher levels, though a good proportion of pupils scored in the high average range, and the proportion of pupils scoring below the expected levels is higher this year than last. Two out of three of the current Year 2 classes have also experienced some discontinuity in their learning due to changes of teacher. Despite this, the overall upward trend has been maintained. Pupils enter the school with below average standards in mathematical knowledge and skills. They make good progress and achieve well by the time they leave. This good overall progress is shared by pupils of all abilities and by pupils with special educational needs.
81. Pupils' good achievement results from the good and often very good quality of teaching. It also reflects the effectiveness of the school's strategy for the teaching of numeracy, incorporating improved planning arrangements. These were introduced soon after the appointment of the present head teacher.
82. Pupils' knowledge and understanding of number are the strongest element of their mathematics. By the end of Year 2, most pupils, for example, add and subtract at a suitable level and higher ability pupils show good understanding of place value. In most classes, pupils enjoy mental calculation because the teacher makes it lively and interesting and targets questions carefully to challenge pupils at the right level. Last year, teachers assessed pupils' attainment in shape, space and measurement as well below average and as much weaker than other aspects of their mathematics. Improved planning and careful emphasis in teaching have redressed the balance and pupils' attainment is now average in this aspect. For example, in several lessons, pupils showed a satisfactory understanding of some aspects of reflective symmetry. Most confidently name common two and three-dimensional shapes, describing some of their properties, and begin to work with some everyday units of length and capacity.
83. Average pupils communicate information about favourite colours in simple block graphs and, with the teacher's guidance, begin to extract simple findings. For example, pupils identify the colour that is most or least popular or colours that have equal degrees of popularity. Many pupils readily discuss their work using appropriate mathematical language, such as 'sphere', 'cube', or 'difference'. In class discussion and conversation, the more articulate pupils justify their answers and explain how they reached them. This is made possible by the atmosphere of security and confidence that teachers create in lessons and by the steady emphasis they give to teaching the correct terminology and encouraging pupils to use it.
84. Teaching is consistently good through the school and very good or better in around half of all the mathematics lessons seen during the inspection. Teachers manage pupils very well. They focus sharply on the objectives for each lesson and explain them clearly. These features combine with the very good relationships that teachers build to promote purposeful, enjoyable learning. Mental mathematics sessions are fast moving and engage pupils well. Teachers are

careful to involve most pupils well but, in some lessons, could do more to draw the quieter pupils into contributing more actively. Teachers are thoughtful in their use of praise, matching their expectations to the pupil and rewarding achievement well.

85. In most lessons, teachers satisfactorily modify the work they set to allow for the ability range in their class. Too frequently, however, the adjustments made for pupils of higher or lower ability are broadly rather than accurately pitched. This reflects weaknesses in the school's procedures for target setting. Though sound procedures have been developed, they are not yet sufficiently embedded to help teachers determine how best to plan for each pupil.
86. Teachers make satisfactory use of ICT to extend pupils' learning in mathematics, for example by teaching different ways of presenting information graphically. In one lesson, this was particularly valuable for a group of pupils with special educational needs because it speeded up their learning and gave them the satisfaction of a well-presented product that they could share and discuss with pride.
87. Pupils' attitudes to learning are very good. With few exceptions, pupils of all abilities listen carefully, work hard and behave very well. Pupils enjoy their mathematics because teachers make it interesting and recognise pupils' achievements. Pupils readily discuss their work and, in doing so, show consideration for the listener. When required to work together on group tasks, pupils interact sensibly and support each other well. The positive role models that teachers and non-teaching staff provide are influential in promoting very good attitudes to learning and in teaching pupils to work effectively together.
88. The management of mathematics is good. The subject leader is enthusiastic and well informed. She sets very good standards through her own teaching. Working with other senior staff, she has identified clear and appropriate priorities for improvement, such as the consistency of monitoring and the accuracy of tracking. The school is making satisfactory progress in these areas but needs to pursue them and evaluate their impact more rigorously.

SCIENCE

89. The pupils' levels of attainment in science are improving, and are now in line with national expectations by the end of Key Stage 1. Overall, pupils are making good progress against their attainment at entry, which is generally below national expectations. This is a more positive picture than that found at the time of the previous inspection. There are significant strengths in the provision for teaching and learning in science contributing to this improving picture. The transformation of the school's grounds into a haven for wildlife of all sorts has provided the pupils with an outstanding environment in which to observe and learn about life processes and the school makes good use of this exceptional resource. The school does not neglect other areas of the science curriculum and plans good coverage of the topics required by the National Curriculum. The teachers often make good links between subject areas and this contributes to the pupils' understanding of how science is used in other spheres. A significant amount of work done in all areas is recorded in a variety of ways. The pupils make use of their literacy skills to write down information, and findings are also displayed in charts and tables. Increasing use is being made of ICT skills to support learning; for example, the Year 1 pupils have opportunities to use a computer program to practise and consolidate their knowledge and understanding of which force is being used to move an object.
90. The main area for development that could raise standards further is to build on recent improvements in monitoring pupils' attainment and progress. The teachers do not yet use assessment information in planning to promote pupils' progress in science on a systematic basis. This means that the work provided for the pupils is often all at the same level, not matched closely to pupils' needs and does not challenge all of the pupils. In addition there is an overuse of teacher-designed worksheets that do not provide open-ended tasks. This limits

opportunities for the pupils decide how they could best record the work and more especially for them to develop and use scientific skills of experimentation and investigation.

91. In lessons the pupils listen well to introductions and enthusiastically offer explanations and answers. Their behaviour is very good and the pupils have a positive attitude to science activities. They can use simple equipment, and make task-related observations. They are able to make comparisons of events and living things. Although they are able to predict what might happen when testing various materials, ideas about making tests fair and ways in which they could be improved are underdeveloped. The pupils are aware of the need for safety precautions and follow instructions well. They work well co-operatively, taking turns and supporting one another's efforts.
92. The Year 1 pupils are learning how our senses help us to perceive and interpret the world around us as they investigate sounds and smells. They sort materials into categories, can recognise different materials and are able to identify the properties and uses of a range of materials. They test a range of items to see if they are magnetic or not. The pupils are learning to establish whether things are alive, have lived or have never been alive and give examples within the different categories. They have an understanding of the needs for survival; for example, they know that cress seeds need soil, light, water and warmth to grow successfully. They try moving different toys to identify a range of movements and begin to understand the forces used in pushing and pulling.
93. In Year 2 pupils predict how waterproof different materials are and then test them to check their predictions. They sort materials into categories such as transparent, translucent and opaque and identify light sources. They begin to have an understanding that light travels in a straight line and of how a shadow is formed. They are able to explain what is needed to complete an electrical circuit and the symbols used to make a diagram of a circuit. The work is extended to include parallel circuits. The pupils test which materials will conduct electricity and identify possible electrical danger points around the home. They learn about the life-cycle of the butterfly and are experts at spotting evidence of caterpillar presence.
94. The quality of teaching overall in science is good. The teachers generally have a good understanding and knowledge of the requirements of the National Curriculum. They have very good management of the pupils, and relationships in the classes are very good. They make sure that all the pupils have good access to the science curriculum and as a result all the pupils make good progress. Where the best teaching is seen the teachers challenge pupils' thinking and understanding by asking questions that use appropriate vocabulary and extend the pupils' learning. They explain new tasks clearly and introduce new words carefully, making sure that all the pupils understand them. In lessons on forces the pupils' progress was limited by the lack of sufficient resources; this meant that not all the pupils had sufficient 'hands on' experience and the pace of the lessons slowed.
95. Good use is made of the environmental areas to develop the pupils' knowledge of plant and animal life-cycles and the interdependence of plants and animals on each other. The pupils' understanding of the part they can play in enhancing and caring for their own environment is very well supported by activities such as the school's gardening club and the culture of recycling as much as possible, and saving resources, for example by collecting rainwater. The development of the school grounds to provide the conservation area with a pond and butterfly area, wildflower meadows, a woodland walk, flower and vegetable gardens and the poultry yard is largely the inspiration and work of one of the teaching assistants. She gives generously of her own time to involve the pupils in the planning, development, construction and maintenance of the different areas.
96. The recently appointed co-ordinator for science has made a good start and has begun to plan enthusiastically for improvements. She takes opportunities to monitor the teachers' plans and occasional ones to see the way in which science is taught in the school. The school has recognised that standards could be higher and the co-ordinator has identified ways in which

this can be achieved. She is making a priority the establishment of guidelines for the teachers to know what to teach the pupils in their year group. She is aware that the system of checking pupils' progress needs refinement and implementation throughout the school in order to better inform teachers' planning and delivery of the science curriculum. The school takes good advantage of visits and visitors to complement science lessons, in addition to the good use made of the excellent environmental resources.

ART AND DESIGN

97. The very good lessons seen during the inspection and other evidence confirm that the subject is now well established for all classes. It is now better than at the time of the last inspection. Pupils' work and sketchbooks show the school's present emphasis on the development of skills. Throughout the school pupils are developing their understanding and use of different art and design skills, and often achieving standards above those expected for their age.
98. Teachers plan the work thoroughly, making use of the new national guidance to ensure skills are developed systematically. Pupils in Year 1 used different pieces of paper to explore and create shades of green, blue and purple when creating patterns in weaving. They successfully explore printing techniques using their hands and fingers to create patterns. They have applied their knowledge well to a collage of a spring flower. Their drawings show good qualities of shape and increasing attention to detail.
99. The quality of teaching is good. Lessons are well planned and build on the work of previous sessions. Pupils' work on two-dimensional designs that they plan to print shows good development of thinking and skills. Pupils made good progress in their ability to identify ways of improving their work as a result of the teacher's very good emphasis on evaluation. Pupils really enjoy themselves and their interest leads them to new insights.
100. The subject is led and managed well. The art and design co-ordinator is enthusiastic, and promotes the subject effectively, particularly in organising the high quality displays around the school. This gives her a good overview of standards. Her role in monitoring teaching to identify what works well, and what needs improving, in the teaching of art and design, is now being developed well. The use of assessment information is developing so those pupils with a particular talent for art and design are consistently challenged. The school is now following a structured programme of work, which the co-ordinator plans to review and adapt to the specific needs of pupils over the course of the current term.

DESIGN AND TECHNOLOGY

101. Design and technology was timetabled for the Year 2 classes during the inspection in the dedicated art and design technology room. These lessons and pupils' previous work show standards above those expected for their age by the time they leave school. Teachers' planning confirms that the subject is well established in the curriculum for all classes. The work seen indicates that pupils across the school make good progress in the development of their skills, knowledge and understanding and that standards are above those of the last inspection.
102. Pupils experience a suitable range of practical tasks, materials and techniques. They use pictures and words well to explain their ideas and designs and to evaluate their work. Pupils develop good skills in cutting and shaping materials and use a variety of ways to assemble the different parts. They investigate different ideas before designing and making the final product. For example, the clay work seen in different lessons, and in the after-school art club, was of a high standard. It was also very carefully linked to a geography topic.
103. The quality of teaching is good. Planning for pupils' learning is good and systematically builds pupils' knowledge, skills and understanding. Teachers make good use of resources to

stimulate pupils' interest and there is a good balance between direct teaching and pupils exploring and finding out things for themselves. The opportunity for pupils to work in pairs and groups contributes to their social development, as they learn to take turns and discuss their findings and ideas. Teachers closely monitor pupils' work and provide good support for all pupils. Pupils who have special needs or require extra help are well supported. As a result these pupils grow in confidence and make good progress in their work.

104. The design and technology co-ordinator leads the development of the subject very effectively. She has improved the range of resources and tools since the 1998 inspection. The curriculum guidelines provide good support for teachers. The co-ordinator has developed sets of resources for each of the units of work. This ensures that both teachers and pupils have the right tools and materials for the work. Assessment is well organised and the co-ordinator monitors standards through the displays of pupils' work.

GEOGRAPHY AND HISTORY

105. Attainment in geography and history is in line with national expectations and the pupils make good progress as their attainment at entry is generally below that found nationally. This is a similar picture to that found at the time of the last inspection; however, there has been an improvement in the progress made by pupils.
106. There are some significant strengths in the curriculum provision for history and geography. Good use is made of the excellent environmental resources to support work in geography; for example, the pupils gain a good understanding of how they can care for and improve their own environment and make a difference to the quality of their own and others' lives by considering environmental issues. In recording their work good use is made of literacy skills, especially in history. All the pupils have equal access to both areas of the curriculum and they enjoy history and geography lessons. Often good links are made between the subjects; for example, when the Year 1 pupils study cold regions in geography they discover historical links through finding out about polar explorers.
107. There is good coverage of a range of topics in both subjects; however, occasionally work is repeated without any clear progression in the skills being taught. For example, in both year groups the pupils work on their journey to school and the outcomes are very similar. In addition ways to check the pupils' understanding in both subjects are underdeveloped and information is not available to be used in the teachers' planning. As a result, the work provided for the pupils is often all at the same level; it is not matched closely to pupils' needs and does not challenge all of the pupils. The overuse of teacher-designed worksheets limits opportunities for the pupils to decide how they could best record the work and more especially for them to develop and use skills of questioning and investigation.
108. In history the pupils learn about the past through topics such as making comparisons of Victorian schools with those of today. They learn about the ways in which children in Victorian times worked in factories, mines and as chimneysweeps. They compare new and old artefacts such as kettles and teddies and look at differences in cooking and bath-time in Victorian times and now. They find out about the life and work of the explorer Scott of the Antarctic. One pupil follows up his interest at home and with the help of his father collects information and resources and brings them to school to share with his classmates. In Year 2 the pupils are learning about famous events. They find out about the Battle of Hastings, the Great Plague, the Coronation of Queen Elizabeth II and the first manned landing on the moon. By the time they are seven the pupils know that there are different sources of information such as books, pictures and historical documents. They record their work in different formats such as information leaflets about how to avoid the Plague!
109. In their geography lessons the pupils draw plans of their classrooms and maps of their routes to the school. They can label the maps they have drawn and design a key to explain the

features shown on the maps. They are beginning to understand how to use simple grid references. They know the countries, capitals and main rivers of the British Isles. Colourful and interesting displays of work in the Year 1 classes show work done to contrast the sorts of animals found in hot and cold areas of the world. By the time they are seven, the pupils can identify the differences between their own locality and contrasting ones, for example they identify the features of seaside resorts and compare them with town life. They can suggest ways to improve a location. Together they produce a booklet to explain the advantages of different destinations for a holiday.

110. The teaching of history and geography is good. Evidence of teachers' planning, the work in the pupils' books and conversations with pupils show that the pupils have good opportunities to address the basic requirements of the National Curriculum and make good progress overall in learning geographical and historical skills and knowledge. Good use is made of visits to support the work being done in school. The teachers appreciate and utilise the support given by older members of the community when they share their 'living memories' with the pupils. An excellent Year 2 history lesson was seen during the inspection. Following a very good opening discussion about historical sources such as eye-witness accounts, newspaper reports, the Internet, and 'old books', the teacher used a commemorative book of the 1953 Coronation to introduce the topic. The teacher made excellent use of drama for the pupils to have an insight into the feelings and emotions that historical events can give rise to. The pupils were very well managed; they concentrated and contributed fully to the lesson. Consequently the progress seen in the gaining of understanding and knowledge was exceptional.
111. The co-ordinator for geography and history is well organised and enthusiastic. She has the opportunity to check the medium-term plans for history and occasional opportunities to monitor the work done in the classrooms. She is aware of the need to evaluate the new scheme of work that is in its first full year of implementation. The teaching of geography and history in the school helps to ensure that the pupils have access to a balanced and broad curriculum and makes a good contribution to the spiritual, moral, social and cultural education of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

112. The provision for ICT meets the statutory requirements of the National Curriculum. Pupils' standards are in line with the expectations for their age. This is an improvement on the position at the last inspection. ICT is used to good effect in different curriculum areas. Opportunities for pupils to use a range of ICT equipment and software have now been established throughout the school; pupils' progress has improved as a result and is now satisfactory.
113. By the end of Year 2, many pupils know and can name different parts of the equipment. Most pupils can use the mouse with confidence to load and select various functions in order to draw different patterns with colour using an art package. Many are able to use simple software to enhance their numeracy learning, and they can input text into a word processor and draw using different software packages. Many can store data gathered from other pupils and present that information in the form of a simple graph. The pupils' use of the programmable toy, PIXIE, is very well planned and enhances their skill in planning and prediction very well.
114. Progress throughout the school is satisfactory. The co-ordinator has made a considerable impact by making software training available to other teachers and giving them generous amounts of support. The planning that is in place makes use of all equipment consistent. There is also a good emphasis on using other forms of technology. For instance, during the inspection pupils were interviewing the head teacher, administrative assistants and the site manager using a tape recorder for their geography theme. The school has begun to use the national guidance to offer support to those staff who are not skilled in the use of computers in the classroom. The ICT co-ordinator has recently introduced a comprehensive assessment

and recording scheme to the school though this is not yet embedded in practice on a regular basis.

115. Pupils' attitudes and behaviour are good. In the one lesson seen, the teacher's good knowledge of the subject and clear explanations enabled pupils to make good progress in their learning. The way in which pairs came together for their lessons and worked very co-operatively on using the computers was impressive.
116. The co-ordinator is very keen and enthusiastic and has a very good idea of where the school needs to focus in the immediate future, and her leadership of the subject is good. There are now sufficient, good quality computers in the school, each with a printer, to meet the needs of the National Curriculum. The school has good strategies to ensure that the Internet, when used, is well monitored and an appropriate additional source of information.

MUSIC

117. Standards in music are below those expected for pupils in Year 2. These are not as high as they were, because the school no longer has the support and guidance from a subject co-ordinator with more specialist skills. In order to address this situation, the school has recently introduced a new structured commercial programme of work to support the teaching of music by non-specialist teachers.
118. Children in the reception class get off a good start in the development of their musical skills. Their interest and enthusiasm are maintained in Years 1 and 2 and they enjoy taking part in practical music-making activities. They sing from memory and satisfactorily keep in time with recorded accompaniments, indicating an awareness of the beat. However, the tone quality is weak and pupils are not really aware of how to project a performance. This is due, in part, to lack of direct teaching and pupils have to pick up the melody from a recording of the song, without sufficient opportunities to listen to it before attempting to join in. Pupils recognise and explore ways in which sounds can be made and become familiar with a range of music of different styles and places. In a Year 2 lesson, pupils listened to music that featured the didgeridoo. Although their initial response was one of amusement, the teacher's explanations helped them to gain an understanding of the instrument and by the end of the activity pupils were responding with real interest and enthusiasm. Although when singing together their performance shows awareness of beat and rhythm, many pupils do not yet respond instinctively to the beat of the music when asked to create movements to reflect the theme and mood.
119. Teaching is satisfactory, because teachers follow the lesson plan set out in the structured programme of work. This ensures that pupils engage in a balanced range of activities with a good focus on practical music making. Whilst these lessons have a clear focus, teachers miss opportunities to move pupils' learning on, because they are not yet familiar enough with the planning or the standards expected. However, teachers are very committed and are working hard to improve their music teaching skills. Teachers encourage pupils to contribute their own ideas; for example, Year 2 pupils created their own movements to the song 'Sun arise'. They acknowledge and interpret pupils' ideas, which are incorporated into the activities.
120. The co-ordinator is new to the role of a co-ordinator and to the subject, and she is still trying to develop the role. There are no teachers with specific musical skills and a programme of training for teachers, to help improve teaching and learning, is not yet in place. The co-ordinator has identified the priority of getting the planned programme well established and the areas for further development. However, there is not enough time allocated to the teaching of music and teachers are unable to complete all planned activities or cover them in sufficient depth. This also affects the standard that pupils achieve.

PHYSICAL EDUCATION

121. Levels of attainment in physical education meet expectations for seven year olds in games, gymnastics and dance. Attainment since the last inspection has been maintained.
122. During gymnastics lessons, pupils show a good sense of balance when jumping off items of apparatus. Most also finish gymnastic movements well, showing that they have been taught well. They are also creative and have the ability to think carefully when challenged to travel on the floor in different ways when they move from one piece of apparatus to another and when they move along benches or climb on to the equipment. During movement and dance lessons, pupils move satisfactorily at different levels whilst physically expressing aspects of a story on which the lesson is based. Younger pupils have a good awareness of space in the hall and move about at different speeds, assuming different shapes whilst they travel along. Most pupils are used to moving fast and working hard during lessons and show a satisfactory degree of fitness. The discipline of the country dancing lesson was impressive.
123. The quality of teaching is good. Teachers provide very clear instructions, focus very clearly on what they expect pupils to do and provide a good level of challenge for pupils to improve their skills. Lessons are well managed and carefully planned, building well on pupils' attainments during previous lessons and having a good impact on their progress. Lesson planning is good with different parts of the lesson linked carefully together. This gives a cohesive quality that is focused very clearly on pupils acquiring or practising skills. For example, the warm-up session in one good lesson for younger pupils was very clearly connected with the main body of the lesson. Pupils, for example, warmed up their muscles by travelling round the hall quickly, and at various commands they were asked to assume different shapes. This linked very well to the main part of the lesson in which the aims were to teach pupils to roll in either an enclosed or long shape. Teachers manage pupils' behaviour very effectively during lessons and the pace of working is good. Expectations of what pupils can do are high and pupils acquire new skills quickly and concentrate well during lessons.
124. The physical education co-ordinator works hard and leads the subject well. She monitors teachers' planning carefully to ensure that the curriculum is covered well, supports other members of staff by providing advice and observes other teachers' lessons. Following the present inspection physical education will be a school focus. The co-ordinator plans to formally discuss the school's provision with colleagues and to subsequently re-write the policy and introduce a new scheme of work so that teachers who lack confidence with this subject can be provided with a clear basis on which to plan lessons. The school provides good arrangements for extra-curricular sporting activities in their fitness club and lunchtime football club paid for by the school.

RELIGIOUS EDUCATION

125. By the end of Year 2, pupils' work in religious education meets the expectations described in the locally agreed guidelines. This is because of sound teaching and learning. Standards have been maintained since the last inspection.
126. Pupils make satisfactory progress in their knowledge and understanding of the themes that they study. Teachers provide pupils with opportunities to learn about the main religions practised in this country and these make an effective contribution to multi-cultural awareness in the school. They carefully plan the curriculum so pupils can begin to develop awareness of features that the different religions have in common. Year 2 pupils, in their work on special people, learn about important religious leaders, such as Jesus, Guru Nanak, Krishna and Buddha. They recognise that the role of a leader can take a variety of forms and learn about some who are recognised world-wide, for instance St Francis of Assisi and Mother Teresa. Teachers plan appropriate activities so pupils can consider how their knowledge may relate to their own lives. When considering what qualities make a good leader, they look to figures such

as the head teacher. As yet, pupils have little opportunity to visit different places of worship or to meet and talk with visitors representing the faiths. However, teachers planned and prepared pupils well for a visit from the local vicar. Pupils gave careful thought to the questions they wished to ask him about the work of Christian churches and clergy. They were very interested in the useful and informative answer to questions such as “What do you do when you are not taking the Sunday service?” and “What do the different services mean?” When the vicar dressed in his robes, in response to the question “When do you wear different robes and why?” pupils were riveted and took careful note of everything he said.

127. The teaching is satisfactory. Lessons are well planned and have a clear focus, which teachers explain to pupils so that they know what they are to learn. The newly revised planning to support teaching covers the areas required by the locally agreed guidelines. Lessons provide pupils with some opportunities to relate the religious themes to their own lives and experiences. For instance, when discussing the role and importance of the family, Year 1 pupils describe situations and events that directly impact on their feelings; “I trust my Mum, because she makes me feel safe.” Teachers introduce different methods, such as role-play, to directly involve pupils in their learning, but sometimes the significance of what they are learning is not given enough emphasis. The Year 1 lessons, on the theme of special times, focused on Christian marriage, but not enough emphasis was placed on its meaning or the specifically Christian nature of the ceremony. Relationships between pupils and teachers are good. Pupils respond well to questions and suggestions and freely discuss their thoughts and ideas. Teachers provide suitable opportunities for pupils to use their literacy skills to record what they have learned. There are some good examples of teachers’ marking drawing pupils’ attention to what they have done well and questions to promote further thought about the subject.
128. Religious education makes a good contribution to pupils’ personal development. Year 1 become aware of the importance of belonging to a family and what it means to be a friend. Pupils’ learning about the customs and the common elements of a variety of festivals celebrated by different religions contributes to their cultural development.
129. The co-ordinator is new to the role. She is familiarising herself with the requirements of the subject, but needs support in developing the role further. However, she has identified appropriate areas in the religious education curriculum, such as assessment and links with religious communities, where further development is necessary