

INSPECTION REPORT

CHURCHDOWN VILLAGE INFANT SCHOOL

Churchdown, Gloucester

LEA area: Gloucestershire

Unique reference number: 115579

Headteacher: Mrs K. Rayers

Reporting inspector: Mr G.R. Logan
11810

Dates of inspection: 31st March – 2nd April 2003

Inspection number: 251832

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Station Road Churchdown Gloucester
Postcode:	GL3 2NB
Telephone number:	01452 714178
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Smith
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11810	Mr G.R. Logan	Registered inspector	Mathematics; Information and communication technology; Geography; Music	What sort of school is it? How high are standards? a) The school's results and achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve?
9411	Mrs R. Last	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
1189	Mrs S. Brown	Team inspector	English; Physical education; Foundation Stage	
1870	Mrs J. Moore	Team inspector	Art and design; English as an additional language	
19765	Mrs P. Shannon	Team inspector	Science; Design and technology; History; Religious education; Educational inclusion; Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Churchdown Village Infant School serves the community of Churchdown, an extended village between Cheltenham and Gloucester. The school shares a large site with its attached junior school. The premises have undergone extensive redevelopment in the last few years. There are 189 pupils on roll; 99 boys and 90 girls. The demand for places significantly exceeds the school's current capacity. Children enter the reception classes in the September of the year in which they become five. Attainment on entry to reception is above average overall. Nine pupils have special educational needs, mostly for moderate learning difficulties. Four of these pupils have statements of special need. Overall, the proportion of pupils with special educational needs is around the national average. The one pupil with English as an additional language is fully bilingual and fully integrated. Most pupils are from White UK heritage and very few pupils come from ethnic minority backgrounds. Just under three per cent of pupils are eligible for free school meals. This is below the national average. Pupil mobility, at around five per cent, is low in relation to many schools.

HOW GOOD THE SCHOOL IS

This is a very good and highly effective school, which has made excellent progress since its last inspection. There is a strong, shared commitment to raising the already high standards achieved and to improving the curricular opportunities provided. The quality of teaching is very good. Reception children have a very good start to their education and make very good progress; standards in English, mathematics and science are well above average by the end of Year 2. The leadership provided by the headteacher is excellent. The curriculum is rich and interesting, with a very good extra-curricular programme. The partnership with parents is a significant strength and the school meets the needs of its community very well. It provides very good value for money.

What the school does well

- The headteacher's leadership is inspirational and ensures a very clear educational direction.
- The quality of teaching is very good.
- Children have a very good start to their education in the reception classes.
- Standards in English, mathematics and science are well above average and pupils make very good progress in these subjects.
- Pupils have very good attitudes to learning and behave very well. They develop well as independent learners.
- The curriculum is rich and imaginatively developed. Extra-curricular provision is very good.
- Provision for pupils with special educational needs is very good. They receive excellent support from the learning support workers and this enables them to make very good progress.
- The school has developed very good links with parents, to the benefit of pupils' education.

What could be improved

- The development of further opportunities for the use of ICT across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in 1998, a number of areas for development were identified. There have been improvements to the programme for creative development in the reception classes. The partnership between headteacher, staff and governors is now very strong. In other areas, there have been considerable improvements to an already successful school. Teaching is now a significant strength. Subject co-ordinators now monitor pupils' work in order to judge the progress made. The curriculum, the provision for special educational needs and the partnership with parents are very good. Leadership and management are now excellent. Pupils make very good progress and standards are high. The improvement since the last inspection has been excellent.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	A*	A*	A*	A*	well above average A
Writing	A*	A*	A*	A*	above average B
Mathematics	A*	A*	A*	A*	Average C
					below average D
					well below average E

Standards are very high. The 2002 national test results for pupils at the end of Year 2 were very high in reading, writing and mathematics, both when compared to the national average and to those in similar schools. The school's performance placed it in the top five per cent of schools nationally. Teachers' assessments indicated that standards in science were also very high. The proportion of Year 2 pupils achieving the challenging level 3 was very high in all subjects. The school exceeded its challenging targets in English and mathematics in Year 2 in 2002. Currently, standards in Year 2 are well above average in reading, writing, mathematics and science. Standards are above average in art and design, design and technology, geography, history and physical education and average in the remaining subjects. No judgement is possible on standards in music as too few lessons were seen. A key strength of the school is the very good progress which pupils make, the result of the very good teaching and pupils' very positive attitudes. Pupils' skills in ICT are developing well and they apply their literacy and numeracy skills very well. Children have a very good start in the reception classes, from a slightly above average level of attainment on entry. They make very good progress in most areas of learning. Aspects of creative development are satisfactory, with most children working within the National Curriculum well before the end of the reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very willing and very enthusiastic learners, who try hard to do well.
Behaviour, in and out of classrooms	Very good. Pupils play and work together very well, whether in their classrooms or playing outside. No pupils have been excluded from school in recent years.
Personal development and relationships	Very good. Pupils are well-adjusted and relate very well to adults and to each other. Relationships across the school are very good.
Attendance	Very good. Levels of attendance are high in relation to other schools and unauthorised absence is negligible.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very good	Very 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 has improved significantly since the last inspection. Teaching is very good overall; occasionally it is excellent. Around nine-tenths of lessons were good or better, with no unsatisfactory teaching. Good teaching was seen in all subjects, with particular strengths in literacy, numeracy, science, physical education and the Foundation Stage, where the teaching is particularly effective in promoting children's literacy and numeracy skills. It is the consistency and rigour of the teaching, which enables pupils to achieve so well and make very good progress. There is a very good working atmosphere. Staff manage pupils very well and establish very good relationships. The best teaching has a very brisk pace and builds well upon pupils' very good attitudes. Teachers have very high expectations of pupils' behaviour. There is an intensive focus on establishing very good basic skills. Work is very well-matched to pupils' needs across the core subjects, so that all pupils make similar very good progress. Questioning is used very well in most classes. This is stimulating for pupils and engages their learning well. The teaching of English and mathematics is very good overall. Literacy and numeracy skills are developed well across the curriculum. The partnership between teachers and support staff is a strength and support workers make a significant contribution to pupils' learning and progress, particularly those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is rich and imaginatively developed, with a very good programme of extra curricular and enrichment activities. It makes a very good contribution to the standards pupils achieve. There is very good provision for personal and social education. The school fully achieves its aim of 'working towards the highest achievement possible'.
Provision for pupils with special educational needs	Very good. Pupils are identified early, receive very good support and make similar, very good progress to other pupils. Clear targets are set.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are growing into sociable, caring and independent young people. They are clear about right and wrong, appreciate their community and culture, and are tolerant and understanding of the traditions of other cultures.
How well the school cares for its pupils	Very well. The school maintains a caring environment in which pupils thrive and are happy. They grow in confidence and maturity, feeling themselves to be valued members of the school. Procedures for assessing pupils' attainment and progress are very good. Assessment data is used very effectively when planning future work.

The school's partnership with parents is very good. The school meets the needs of working parents very effectively through the high quality 'Before' and 'After' school clubs. They receive very good quality information about events and how their children are getting on. The school welcomes the support of parents, who, in turn, make a very good contribution to its life and work. Parents rightly have a high opinion of what the school gives to their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher, strongly supported by her deputy, provides excellent leadership. She has a very clear vision for the school and motivates both staff and parents very effectively. Established subject managers provide very good leadership for their subjects.
How well the governors fulfil their responsibilities	Very well. The governing body works very closely with the headteacher to take the school forward. Statutory requirements are met. Governors are developing more opportunities to acquire first-hand experience of teaching and learning in the school.

The school's evaluation of its performance	Excellent. The headteacher has a very clear grasp of the strengths and weaker aspects of the school's performance. She makes very good use of performance data and is strongly focused on improving all aspects of provision.
The strategic use of resources	Very good. Funding is used very well to promote learning and to improve standards. Costs are carefully compared when spending decisions are discussed. Governors are increasingly aware of the importance of making the necessary comparisons to ensure that the school provides very good value.

The school development plan sets a sharply-focused agenda for improvement. Appropriate priorities have been identified. The school is well advanced in the implementation of self-evaluation strategies. It is very well resourced. The quality of accommodation is very good. The school is well staffed. The school makes a significant contribution to the training of new teachers. Learning support staff are a significant strength and make a very good contribution to pupils' learning.

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 coming to school, make good progress and they behave well. • The school is led and managed well and teachers are easily approachable. • The quality of teaching. • Children are expected to work hard. • The school helps children to become more mature. 	<ul style="list-style-type: none"> • Some parents feel that the school does not provide an interesting range of activities.

Inspectors agree with parents' positive views. However, they do not agree with the views on extra-curricular provision. The school provides a rich programme of visits and visitors, together with a range of interesting activities during the school day, and this is supplemented by the very good provision offered by the 'Before' and 'After' school club.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests for Year 2 pupils, standards were very high in reading, writing and mathematics both in relation to schools nationally and to similar schools. Standards achieved were in the top five per cent nationally. Teacher assessment indicated that standards in science were also very high. In 2002, the proportion of pupils achieving the challenging level 3 was very high in all areas, when compared to schools nationally. Standards have been remarkably consistent over a five year period. Inspection evidence and the analysis of test data indicate that there is no significant difference in attainment between boys and girls at age seven.
2. Children have a very good start to their education in reception. On entry to reception, the overall level of attainment is slightly above average for the majority of children. The very good teaching enables children to make very good progress in all the areas of learning other than in aspects of creative development, where progress is satisfactory. By the end of the reception year, the majority of the children will have exceeded the Early Learning Goals¹ for the Foundation Stage and be working securely within the National Curriculum.
3. The standards currently attained by Year 2 pupils, part way through the year, are well above average in reading, writing, mathematics and science. At present, boys and girls make very good progress in Years 1 and 2.
4. Standards in English are well above average overall by the end of Year 2. Pupils make very good progress in all elements of English and this is a key strength of the school. Standards in speaking and listening are well above average in Year 2. Pupils are articulate, confident speakers. Teachers provide many good opportunities for pupils to share their ideas, so promoting good communication skills. Standards in reading are well above average. Pupils read fluently with good expression. They have very secure phonic skills which are systematically developed through the school and have a range of strategies to tackle unfamiliar words. They discuss books with interest and enthusiasm. Standards in writing are well above average. Pupils write at length using extended vocabulary. They spell and punctuate accurately. They produce a significant amount of independent writing.
5. Standards in mathematics are well above average by the end of Year 2. Progress is very good. Over time, and building on the thorough grounding in reception, pupils become very competent in basic mathematical procedures involving the four rules. Standards in numeracy are high. Pupils learn to use units of time, weight, measure and capacity and are familiar, from reception, with the features of two- and three-dimensional shapes. They record data systematically and represent them in graphs and charts. Pupils have some opportunities to apply their mathematical skills across the curriculum.
6. The literacy and numeracy strategies have been implemented very well and these are having a positive effect on already very high standards. There are some planned opportunities for the use of pupils' literacy and numeracy skills in other subjects.

¹ Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

7. Standards in science have risen significantly and are currently well above average by the end of Year 2. Teachers provide a range of stimulating first hand experiences. Expectations are high. Pupils are encouraged to set up challenging investigations and this is having a very positive effect on standards across the school. They record their work thoroughly, when time allows. By the end of Year 2, pupils have made very good progress.
8. Pupils' attainment in information and communication technology (ICT) is around the expected level by the end of Year 2. There is a well-structured programme to develop pupils' skills and this is working well. There are some planned opportunities for pupils to use ICT to enhance their learning in other subjects, but this is an area the school rightly wishes to develop further.
9. By the end of Year 2 standards are average in religious education. They are above average in art and design, design and technology, geography, history and physical education. No judgement was possible on standards in music as very few lessons were observed.
10. Pupils with special educational needs make very good progress against the targets in their education plans. Pupils with special needs who take the national assessments almost always achieve the national average in English, mathematics and science. Pupils who have statements for learning, physical and behavioural needs make very good progress with their targets. This is because of the effective strategies in place to support them and the excellent support they receive from the learning support workers.
11. There are very few pupils for whom English is an additional language. They are fully bilingual and fully integrated, speaking and writing English well. They access the curriculum to the same extent as other pupils and make the same very good progress.
12. The school has a wide range of information on pupils' prior attainment and is now using available data to set targets for groups of pupils. Non-statutory, but appropriately challenging, targets are in place for 2003.

Pupils' attitudes, values and personal development

13. Relationships and pupils' personal development are even better than at the time of the last report and are now very good, whilst behaviour and attitudes remain very good. Attendance levels also remain very good. These aspects are a strength of the school.
14. Pupils have very good attitudes to learning; they are lively, enthusiastic and determined learners. On arrival they settle down swiftly and quietly and they remain highly motivated throughout the day. Their very positive attitudes towards work impact favourably on their performance in lessons. Pupils, including the under fives, are very willing to learn. For example, in a very good numeracy lesson, the reception class were engrossed in finding out the differences between a cube and a cuboid, listening attentively to the teacher and each other, answering questions eagerly and working very productively right through the lesson. Pupils' interest wavers rarely. Pupils with special educational needs and the few pupils with English as an additional language also show very positive attitudes towards school and their work. In the whole school, the atmosphere is calm and orderly and this helps to create the positive climate for learning. Pupils' behaviour is very good, and sometimes excellent. A consistently high standard of behaviour is expected and pupils respond to these expectations very well. Virtually all parents believe that the behaviour is good and inspectors' findings strongly support this view. Pupils are courteous, friendly and helpful towards staff, visitors and

each other and take good care of resources, such as library books.

15. Relationships between pupils are very good. They are happy to support each other in their learning. In a Year 2 design and technology lesson, involving making their own puppets, their collaboration and creative effort were excellent. Genuine respect for the beliefs and feelings of others is shown and there is a pervading sense of concern for each other. Harmonious relationships between pupils help to create an atmosphere where bullying does not take root. There is no record of any racist or sexist behaviour by pupils. The quality of relationships between pupils and staff is very good, with adults providing positive role models. The mutual respect between staff and pupils effectively promotes good learning habits.
16. Pupils' personal development has improved and is now very good. Pupils continue to be involved in their learning and now take more responsibility for it. They persevere and are prepared to try out new ideas and strategies. They respond very well to teachers' high expectations regarding homework and proudly shared their reading diaries with inspectors. Year 2 pupils like taking part in lunchtime clubs, such as recorders, and all pupils enjoy the Before and After School Club activities. The very good opportunities for pupils to show initiative and display personal responsibilities are seized readily. Such opportunities increase as they move through the school. They undertake specific jobs enthusiastically and diligently and respond very well to the expectation that all children should help in tidying up after activities and at lunchtime. Their social skills are very well developed and they take pleasure in helping. Pupils are pleased when their friends do well and they show their appreciation readily. Visitors provide further occasions for pupils to develop personally and socially. Nearly all parents believe the school is helping their children to become mature and to make rapid gains in confidence and independence.
17. The level of attendance remains very good. Last year, it had risen to 96.6% and this is very high in relation to other schools. Levels of unauthorised absence were negligible. This is the current picture also. This attendance level has a positive effect on pupils' progress and attainment, leading to higher standards overall. Nearly all pupils arrive punctually and lessons start promptly. No time is wasted and this has a beneficial effect on learning. There have been no exclusions since 1998.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is very good overall; occasionally it is excellent. The high quality of the teaching is a significant strength of the school and the main reason why pupils achieve so well. Half of the lessons seen during the inspection were of very good or excellent quality. Over nine-tenths of lessons were good or better. None of the teaching was unsatisfactory. This represents a significant improvement on the already positive situation identified at the last inspection. At that time the proportion of good or better teaching was less than half the present level, while the proportion of very good or excellent teaching has increased fivefold.
19. The quality of teaching is very consistent across the year groups. A key feature of the teaching is the impressive teamwork, which results from a strongly-shared commitment to succeed. There is a great deal of co-operative working, in terms of joint planning, co-ordinator support and specialist teaching between classes. The use of a specialist coach to support the development of physical education skills has been a highly successful means of moving standards on.
20. The quality of teaching is particularly good in the Foundation Stage (Reception). The focus on children's personal, social and emotional development is a strength, enabling

them to make very good progress. The quality of planning is excellent. The teaching of basic skills is very good, catering for the full range of ability. All areas of learning are taught very effectively, enabling children to achieve well, so that part way through the reception year children are achieving, and many exceeding, the standard expected for the Foundation Stage. All staff work very well in partnership as a cohesive unit and have high expectations of what children can achieve. The quality of learning is very good. Staff make very good use of initial assessments and maintain high quality on-going records which inform their planning well.

21. Literacy and numeracy are taught very well, so that pupils have the skills necessary to learn effectively across the full range of the curriculum. In more than half of literacy and numeracy lessons observed, teaching was very good or better. Teaching in three-quarters of science lessons and in all the physical education lessons observed was very good or excellent. In a high proportion of lessons observed in design and technology and the Foundation Stage, the quality of teaching was rarely less than good and often very good. In only one subject did the proportion of good or better teaching fall below 80 per cent of the lessons observed.
22. The quality of pupils' learning is very good overall. This can be directly attributed to the strength of the teaching. Particularly strong features of lessons in Years 1 and 2 are the highly effective management of pupils, the high expectations which underpin the planning and delivery, and the methods used. Teachers create a very purposeful working atmosphere in which pupils respond well by concentrating hard and trying to do their best. They provide challenging activities, which meet the needs of the range of pupils in the class. This is seen in many of the activities provided in, for example, science and literacy. Teachers value the contributions of the pupils. There is a great deal of mutual respect between teachers and pupils. Relationships are very good and encourage pupils to behave well in lessons and to have a keen interest in what is happening. This has a very positive effect on the progress that they make. Pupils are highly motivated and are encouraged to develop independence and to take responsibility for their learning. There are many opportunities for pupils to evaluate their own work. In mathematics, for example, Year 2 pupils had to justify the methodology they had used and to say why they felt it was effective. In design and technology, pupils had to evaluate the quality of their cutting and sticking skills and to say what they needed to improve. In physical education, they are trained to identify the strengths of their own work and that of others. There is an emphasis upon using the correct subject-specific vocabulary – for example, naming cuboids, pyramids and cones accurately in reception and describing twists and turns correctly in physical education. They are expected to undertake research where possible. This is an improving feature in both history and geography. Teachers help pupils to reflect upon challenging problems and to develop confidence in their own ability to reason things through. The teachers have very high expectations of the pupils. As a result, pupils put a great deal of effort into their learning.
23. Teachers plan lessons very well. Planning is thorough and takes into account the range of pupils in each class. Cross-curricular links are increasingly well developed between subjects to streamline pupils' learning. The use of literacy skills across the curriculum helps to consolidate learning in other areas. There are well-developed links between science and mathematics. Information and communication technology is increasingly used to enhance learning across the curriculum, although the school plans to develop this further. Teachers evaluate the success of each lesson in detail and use the results of the evaluations to modify subsequent lessons. Learning objectives are usefully shared with pupils and are often written on the board for ease of reference. Teachers have very good subject knowledge and are very effective in

- helping pupils to develop skills, knowledge and understanding. This was a strong feature of most lessons, but particularly those where specialist teaching is involved.
24. Resources are used very well. The school is well equipped for most subjects and makes good use of visits and accessible resources outside the school to enhance pupils' learning.
 25. Teachers work very well with classroom support workers. Shared planning and clearly defined responsibilities help all staff to make the best use of time. As a result of this, assistants make a very valuable contribution to the progress that pupils make, especially those with special educational needs.
 26. Pupils with special educational needs receive very good teaching within classes and excellent support from their learning support workers. Teachers know their pupils very well and plan activities that are well matched to their needs. They have useful and detailed education plans and targets. Pupils know their targets and they are used well as reminders of what they are trying to achieve. Assessments are used from reception onwards to assess pupils' needs and plan work carefully. The needs of these pupils are always considered at the planning stage. The work in classes is stimulating and appropriately challenging. Learning support workers skilfully modify the work and explain it carefully. They encourage pupils to join in and talk about their learning, and as a result pupils are confident and fully involved in lessons. Some pupils with behavioural needs are given real encouragement and praise for the very good efforts they make. As a result, they usually make a full contribution to all lessons.
 27. The few pupils with English as an additional language are largely fluent in spoken English and require little additional support.
 28. The quality of teaching and learning for gifted or talented pupils is very good. The analysis and use of data are very effective in identifying these pupils and in challenging and supporting them through differentiated tasks and extension activities.
 29. Pupils' work is marked regularly, and teachers know their pupils very well. There are good examples of teachers making constructive written comments, which help pupils to improve. Homework is used very well to support learning and there were examples of homework being checked or set during the inspection.

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

30. The curriculum is rich and imaginatively developed and it effectively underpins the high standards pupils achieve. The school meets the statutory requirements of the National Curriculum. The Locally Agreed syllabus for religious education is securely in place. There is very good provision for personal and social education. Sex and drugs education are appropriately planned for. All curriculum issues identified by the previous inspection have been fully dealt with. The school fully achieves its aim of 'working towards the highest achievement possible', by relating the curriculum to 'real life situations' that are meaningful to pupils.
31. There have been a number of improvements since the previous inspection. Provision for physical education and ICT have improved significantly with the addition of a new school hall and the development of an ICT suite. Participation in the 'Patchwork Project', a creative arts project involving three small schools locally, has enriched

provision particularly in art, dance and music. The introduction of a published scheme for the teaching of phonics in English makes learning fun! A new science scheme has improved provision for scientific enquiry and investigations.

32. The curriculum for the children in the Foundation Stage is very good. It is planned according to the national guidelines and activities are interesting and varied. The school has an exciting outdoor area that is used regularly for a range of activities.
33. The National Literacy and Numeracy Projects are used very effectively to raise standards. The school has excellent strategies for teaching literacy skills and very good strategies for teaching numeracy skills. From the Foundation Stage onwards, there is a real commitment to developing pupils' basic skills and building on their good speaking and listening skills. A range of intervention strategies and targeted support are all working extremely well. The timetable is organised with a clear focus on literacy and numeracy skills. Time is allocated daily for oral maths, spelling and separate reading sessions. Optional assessment materials in English, maths and science are used extremely well to identify any gaps in particular skills. All children have their own curriculum targets. ICT is used regularly to support the development of literacy and numeracy skills. The school recognises the need to further develop the use of ICT within all subjects. All pupils have access to the attractive and well-stocked library.
34. The school organises the curriculum very effectively through whole school topics. Planning is very good and at times excellent. Imaginative delivery of the curriculum ensures that pupils in the mixed age class are successfully taught in separate age groups for some subjects. The school places very good emphasis on the development of skills in all subjects. There is an appropriate amount of homework, mainly for literacy and numeracy. During focus weeks (such as the recent Science Week) ideas are suggested for children to follow up at home, which they do conscientiously.
35. Although a high percentage of time is allocated to literacy and numeracy, the school provides a broad and balanced curriculum. There is careful and imaginative use of time and additional enrichment through focus sessions. However, because the time allocation is lower in some subjects, there is less formal recording of religious education and geography. Also in some lessons observed (science and design and technology) time was tight and not all pupils completed their written work.
36. Provision for pupils with special educational needs is very good. The school meets its statutory requirements. The number of pupils on the school's register is very low because the school works actively to identify needs early and puts in place a range of intervention strategies and support. Pupils with statements for learning, physical or behavioural needs are extremely well catered for. The support by the learning support workers is excellent. The Special Needs co-ordinator liaises regularly with the nursery teacher, Junior school and external agencies. This ensures that pupils' needs are fully met when they join or leave the school. Very good information is provided for parents and their views are valued.
37. The school's approach is fully inclusive and ensures that the needs of different groups of children are catered for. For example, the school has a writing club for boys. This is proving successful in raising standards of writing among boys. The school keeps a list of pupils who have been identified as particularly able in literacy, numeracy, art, dance, physical education and music. Their needs are catered for through modified work in lessons and specialist teaching for physical education, together with music tuition.

38. The school's programme for personal and social and health education is very good. There is a published scheme that is delivered during weekly assembly sessions by the headteacher. There is planned time for every class so that issues can be further developed and explored. Themes such as *health* and *caring for each other*, reflect the school's strong concern for the wellbeing of its pupils. Sex education and issues arising from drug misuse are taught within the science curriculum. Pupils' views are encouraged and valued. The school's underlying atmosphere of care and concern for every individual, which is part of the school's aims, makes a powerful contribution to the personal and social development of its pupils.
39. The school enriches pupils' learning experiences very well through a range of additional activities. These include visitors to school and planned visits to support the curriculum. Focus weeks and days, for most subjects, all add interest and bring subjects to life. Initiatives over the last year have included Caribbean story telling, a Jubilee week, and a recent Science Week. The Before and After School Club gives pupils opportunities to mix informally with Junior School pupils. They provide access for Year 2 pupils to a wide range of sporting activities, a homework club and an art club. Although some parents are concerned that pupils have to choose between activities, the school still provides a very good enrichment programme for pupils of this age. All pupils take part in religious church events and have regular opportunities to perform in assemblies and productions. Year 2 pupils also represent the school in music and dance festivals.
40. The school has very good links with the wider community. There is a programme of visitors to school, which supports various aspects of the curriculum. Parents generally make an invaluable contribution to pupils' learning through their support of homework, enrichment activities and attendance at curriculum meetings.
41. The school has excellent relationships with partner institutions. It works closely with the independent nursery regarding curriculum issues. There are regular meetings with staff of the Junior School. The school works closely with neighbouring schools as part of its involvement in the 'Patchwork Project'. The school provides placement opportunities for students. During the inspection, the students in school made an excellent contribution to children's learning. All these initiatives enrich the curriculum and ensure that pupils transfer smoothly between each stage of their education
42. The personal development of pupils is effectively supported throughout their life in school. The school aims to create confident, happy, independent and well-adjusted children. This is well achieved. They enjoy a wealth of creative experiences through, for example, art and they are beginning to reflect upon their skills and knowledge. The provision for pupils' spiritual, moral and social development has improved and is now very good, whilst the quality and range of cultural opportunities has improved also, from satisfactory to good.
43. Spiritual development is very good. It is promoted not only through the whole school acts of worship, but in the wider curriculum. Overall acts of collective worship are mainly Christian in character and comply with statutory requirements. They contribute to the advance of pupils' spiritual, moral and social development. There is always sufficient time given for reflection. A sense of wonder and excitement of the world is present in many moments during the school day. Two examples of this are: when Year 2 pupils investigated whether larger or smaller pieces of chocolate melted faster, and when the whole school was finding out about the power of Jesus over the wind and the waves, in an assembly with guests from the local churches. Teachers

promote the importance of respect for different cultures and beliefs by sharing celebrations such as Chinese New Year, Diwali and Christmas and highlighting the similarities between faiths.

44. The school has high expectations for pupils' moral and social development and provision is very good for both. The day-to-day teaching makes a significant contribution to this, with pupils encouraged to take responsibility for their actions and to understand right from wrong. Planned opportunities are given, for example, during circle time and assemblies, for pupils to discuss moral issues. The school has a positive ethos and all pupils are encouraged to think about caring for others, especially those younger than themselves. This has a very constructive effect on the way pupils behave and the school's practices are working very well. Both boys and girls show a sense of fair play in the playground. Pupils are given lots of opportunities to show consideration for others. They are encouraged to be supportive of each other and to participate fully in the life of the school. Where appropriate, pupils are given good opportunities to work together in groups and pairs in lessons. The school is very effective in fostering very good relationships. Bright, colourful and inviting displays of pupils' work promote their self-esteem and confidence.
45. The provision for cultural development has also improved and is now good. Pupils study their own culture through literature, geography, history and music. They study the locality and go on a good range of visits, which enrich their experience. The range of extra-curricular activities makes a positive contribution to pupils' broader cultural development. Since the last inspection, there has been a growth in multi-cultural understanding of the wider world and in good quality resources, such as books, to promote this. Progress has been made in learning about other faiths in religious education. For example, a parent contributed to pupils' learning about Islam. He focussed on Ramadan and the pupils discussed fasts and feasting. Pupils are being prepared well to take their place in life in a multicultural and poly-ethnic Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The positive picture found during the previous inspection has been further strengthened; the quality of care is now very good with some excellent features.
47. The school gives a very high priority to promoting the care of all its pupils and this is one of the strengths of the school. It takes very effective steps to provide them with a safe and secure environment in which they are happy and can learn. All staff are well aware of child protection issues. The designated person has been suitably trained; she briefs staff appropriately. There are very good procedures for promoting the health and safety of pupils and staff and the policy is carefully implemented. For example, regular fire drills take place and accidents are dealt with by trained first-aiders. In both cases, this information is suitably recorded and monitored. The governing body reviews safety and security on a regular basis and takes steps to ensure that the environment is as safe and secure as possible. All pupils continue to be very competently supervised at work and at play. Parents believe their children are well cared for in school and the inspection evidence confirms this.
48. Very effective measures are in place for promoting good attendance and although the school's attendance rates are very good, it still works hard to improve them. Pupils, parents and carers are often reminded of the importance of regular attendance. The system for recording attendance is clearly understood by all teachers and the procedures are carried out efficiently. Attendance and punctuality are carefully monitored and appropriate measures are taken when necessary. The very good level

of attendance and prompt start to lessons has a positive effect on the climate for learning and standards throughout the school.

49. Ways of promoting good behaviour are extremely effective with teaching and non-teaching staff working together, ensuring a consistent approach in dealing with any inappropriate behaviour. This helps to provide a positive climate, which has a definite effect on learning. Pupils have a clear understanding of the school's expectations of acceptable behaviour and understand the system of rewards and sanctions, with its emphasis on good behaviour. The result of this is that discipline in class is very good and any minor problems are dealt with swiftly, firmly but kindly. Anti-bullying strategies work exceedingly well and no bullying or racist behaviour was observed during the inspection. Parents are pleased by the children's good behaviour and the inspectors' findings endorse their perception.
50. The school provides very valuable support and guidance, which helps pupils to make responsible choices. There are very good records of children's personal development in the Foundation Stage, but in the rest of the school, the monitoring is mostly informal. However, staff know the pupils well, giving perceptive comments on their maturity and development in the annual written reports to parents. Parents are appreciative of support given by the school and are well satisfied with the help their children receive, particularly on entering school. Parents continue to value the very good liaison with the on-site nursery. Assemblies, often attended by parents, celebrate achievement and give pupils opportunities to share their successes in all aspects of school life. This encourages them to do more and boosts their confidence and self-esteem very effectively. Very effective levels of support and guidance are offered to pupils with special educational needs and these ensure their needs are met in full. Teachers are sensitive to the needs of all pupils and ensure that they are fully involved in class activities. Everyone is a valued part of the community. Educational and social inclusion has a high profile, with the general ethos of the school helping to develop pupils' sense of responsibility and citizenship. Parents believe their children are becoming more mature and responsible and the inspection results substantiate this.
51. The good assessment procedures found at the last inspection have been further developed. The school has excellent procedures in place for assessing pupils' progress. Information gathered from formal assessments, including early assessment when children first start school. This, together with regular half termly assessments in English, mathematics and, more recently, science and information and communication technology is used to set targets. Results are tracked and shared with the whole staff, identifying trends and areas for support and development. This informs future planning so that adjustments can be made. Outcomes of assessments are shared with parents at parents' evening. Pupils are aware of their targets for improvement, which can be found on bookmarks in their home readers and within their workbooks. Day-to-day marking of work is to a very high standard with constructive comments to help pupils know what to do to improve their work. The headteacher and staff work together closely as a team to ensure that assessment and recording are thorough. Teachers have a clear picture of what their pupils know and can do. The school's effective use of assessment is helping high proportions of Year 2 pupils to achieve the higher levels in the national tests.
52. Assessment procedures for pupils with special educational needs are very good. Information is used very effectively to produce very good individual education plans and pupil progress is monitored on a regular basis. Information is then used when reviewing plans and setting new targets for pupils. Parents, teachers, support workers, the special educational needs co-ordinator are usually involved in drawing up and reviewing individual education plans and pupils are also brought into the process.

53. Monitoring and support for pupils' academic and personal development is excellent. A strength of the process is the involvement of pupils in monitoring their own learning. Staff are caring, know pupils extremely well as individuals and give them good personal guidance. The personal development of pupils is promoted effectively through personal, social and health education lessons. It is also well supported by extensive and planned provision of opportunities to undertake responsibilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The partnership with parents has gone from strength to strength since the last inspection and is now very good. The school has developed very strong links with parents, who are very supportive of the school, its ethos and values. This was apparent from the pre-inspection questionnaire, the parents' meeting and comments to inspectors during the inspection. Parents like most things about the school and are very pleased that the issue of large class sizes, raised at the time of the last report, has now been resolved. The only significant negative view concerned the provision of extra-curricular activities. Inspectors found that the school offers a rich programme of visits and visitors and a very good range of interesting activities during school time for Year 2, plus the Before and After School Club which has very good provision for all ages. Therefore, inspectors cannot support this view by a minority of parents.
55. Parents are welcomed and visits to the school are actively encouraged, starting before children begin school. Most parents believe that members of staff are easily approachable and value the head's 'open door' policy. This supportive climate contributes to pupils' learning both at home and school. The school is seen as a happy place where children enjoy learning and the inspectors corroborate this view.
56. The overall quality of information to parents is now very good and parents are kept well informed about their children's progress. Nearly all parents attend the three formal consultation meetings a year with class teachers. These are supplemented by detailed annual reports, which give a clear picture of their children's academic, personal and social progress and where the next steps for learning in all subjects are usually clearly spelt out. These reports, together with the verbal feedback at consultation meetings, give parents a very good understanding of their children's progress. Staff are very willing to see parents to discuss their children other than at consultation meetings. Nearly all parents are pleased with the progress of their children and the way they are told about it.
57. The school produces a valuable range of printed information. For example, every family is given an extremely helpful pack at the induction meeting to help them support their children through their early days at the school. Regular letters home give general useful information. Leaflets offer guidance in specific areas, such as special educational needs. The school prospectus is detailed, helpful and interesting and the same applies to the governors' annual report.
58. All parents are encouraged to become involved in their children's learning, which is having a beneficial effect on their children's progress. Greater understanding of the subjects and the way in which they are taught is offered by curriculum evenings covering recently, for example, numeracy and SATs. Homework is well supported by most parents. Reading diaries continue to provide good opportunities for dialogue between parents and teachers. This is helping parents to work together beneficially with their children. Parents of pupils with special educational needs are keen to be involved in the review of their children's individual education plans. Help from parents is valued by the school as it strongly promotes the parent/school partnership.

59. Parents are positively encouraged to help in school. This involvement is having a positive effect on pupils' attitudes to learning. The 'Friends' group works hard to organise a variety of successful social and fund-raising events, with the money raised going towards providing extra resources and enhancing facilities.
60. Overall, parents are very happy with what the school offers and achieves. Parents believe that the school provides a caring environment in which their children happily thrive and can develop; the inspectors' findings fully support this view.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. When the school was inspected in 1998, the leadership and management were seen to be satisfactory. The headteacher was relatively new to the school at that time and was in the early stages of carrying through a radical programme of change and improvement which has continued to the present. Not all teachers or governors at the time were in tune with the changes being made. Even then, the learning environment was stimulating. The governing body had developed a satisfactory monitoring role. In the intervening period, the school has made excellent progress. Standards are high. The quality of teaching has improved significantly. The effectiveness of the management by the headteacher has improved considerably.
62. The headteacher and key staff provide the school with excellent leadership and management. The contribution of the headteacher and her deputy to the many improvements and to the progress made has been considerable. The headteacher has a very clear vision for moving the school forward and has created a strong, cohesive and high-performing team who share that vision. The headteacher is skilled at selecting younger teachers with potential. They are quickly absorbed into the culture of high expectation and high standards. They become highly effective and this underpins the school's success.
63. The ethos of the school is very good. This is a learning community, which provides very good opportunities for all its members, both pupils and staff. The school inspires its pupils with a love of learning and provides them with the skills, knowledge, determination and independence to enable them to approach the next stage of their education with confidence.
64. Subject co-ordinators are an important element in the management. They work within clear guidelines and are supported well by colleagues. The quality of appointments to the school and, in consequence, of the subject co-ordination, is high. Very effective and well established strategies are in place for monitoring the work of the school. Considerable emphasis is placed upon the professional development of staff. There are very good training opportunities for all staff. Established co-ordinators have monitored the quality of teaching in their subjects and contributed to the extension of the skills of their colleagues. They scrutinise planning, have identified good practice and have a clear view of the standards achieved and how these can be improved. They contribute effectively to the school's development plan by evaluating progress in their subjects and producing detailed action plans. These are, over time, successfully implemented.
65. Parents have acknowledged the successes of the school in their responses at the parents' meeting and in the questionnaires. Parents are very supportive of the values of the school and the quality of experiences provided. The school has explicit aims, with a clear focus on the raising of attainment, and these are reviewed regularly. The values promoted by the school are strong overall. The social dimensions of the

community are a strength. There is a very effective partnership with the Junior School.

66. The governing body, under the effective leadership of the chair, is very supportive of the school. There has been good progress since the last inspection. Governors are effective in fulfilling their responsibilities. They are well informed about the work of the school and have a clear understanding of its many strengths and remaining areas for development. Some governors visit the school regularly and observe teaching. They fulfil their roles well on the committees. Committees are well established and work effectively, giving due attention to their particular responsibilities. Governors have benefited from training opportunities, which have enabled them to contribute soundly to school development. They work very successfully with the headteacher to shape the direction of the school. Legal requirements are met fully. Good performance management systems have been implemented. The school development plan establishes appropriate priorities for the school. It is a comprehensive document, with a range of targets, relating to whole school priorities, to individual subjects and to other aspects of the school's work.
67. The management of special educational needs is very good. The co-ordinator has very good oversight of the provision. She has a detailed action plan and has updated the policy in the light of new requirements for special needs. The co-ordinator supports staff very well by providing a range of support materials. She leads a strong team of learning support workers and ensures they are fully involved in the writing and implementation of individual education plans. The co-ordinator values the input from parents. She liaises regularly with the Junior School, outside agencies and hosts meetings for local special needs co-ordinators. The school meets the requirements of the Code of Practice² and governors are kept informed through regular reports. The co-ordinator is well supported by the named special needs governor who liaises on a regular basis and has had training in the implementation of disability legislation. The school has improved provision for pupils with special needs since the last inspection.
68. The school has an appropriate number of suitably qualified staff to ensure that the whole curriculum is properly delivered and that pupils are well looked after. The professional development of staff is clearly linked to the school development plan and the needs of the school. The school uses targeted in-service training to increase the expertise of both teachers and non-teaching staff and the excellent procedures for newly qualified teachers and new staff are implemented very well. Learning support staff continue to be very effective in the classroom, especially in helping pupils with special educational needs. Teachers and their assistants form effective teams, making a positive contribution to the learning, attainment and development of the children. Parents contribute productively too, both within and outside the classroom, extending children's opportunities for learning. Staff concerned with administration, caretaking, cleaning and lunchtime supervision make a significant contribution to the effective day-to-day working of the school. Led by an exceptional head teacher, there is a good team spirit amongst all the staff and a very good shared commitment to succeed.
69. The accommodation and resources have improved considerably since 1998 and are now very good. Significant improvements have been made to the school building. It is secure, attractive and adequately maintained and the caretaker and his staff take a pride in keeping it clean and bright. The overall appearance of the inside of the

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act, 2001

building is greatly enhanced by the many eye-catching displays of pupils' work. The attractive landscaped playground enables pupils to enjoy a stimulating environment. They also have access to a large field, which is shared with the juniors. The under-fives now have a very attractive and well-equipped separate outdoor area and there are large wheeled toys to help them develop their gross motor skills. All pupils have access to the new ICT suite, which is used frequently. The attractive library, which is also well used, contains useful 'reading boxes'.

70. The headteacher consults widely about proposed improvements and the contributions of staff and governors are sought. This leads to the identification of initiatives for improvement. The school's plan for improvement records these proposals and provides precise details of the financial implications. Financial control and office administration are very good. The school makes good use of computer analysis. The last audit report (2001) raised no significant issues. Very good use is made of additional money available to the school through specific grants such as that to support pupils with special educational needs.
71. Governors fully meet their responsibilities in relation to budget setting. Expenditure is carefully monitored. The governing body evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher, through discussion and through analysis of assessment and other data. Governors compare the school's results with national averages and are beginning to look at spending patterns in schools having a similar intake. A desire for high standards and improvement is central. Governors have a very good understanding of the strengths and weaknesses of the school. Governors are aware of the need to ensure that money is spent carefully. Competing quotations are obtained before contracts are issued. The governing body employs principles of best value well. There is a close link between the budget and planned initiatives.
72. The school has benefited in many ways from the very high demand for places in recent years. The admission of additional pupils beyond the standard admission number has enabled the creation of additional classes and a reduction in the overall number of pupils per class. Available funding has supported this well. The infrastructure of the school is now well adapted to the needs of an increased enrolment and the additional staffing has enabled the school to improve the overall quality of service it provides for its community. The local education authority has indicated that two buildings currently on site are to be removed in the very near future. This will effectively prevent the school from meeting parental demand by admitting extra children or operating additional classes and is likely to put pressure on the space currently occupied by the voluntary nursery.
73. The financial allocation for educating each pupil is above average compared to infant schools nationally. In spite of an on-going programme of refurbishment the school still manages to maintain a satisfactory surplus. The school is supported well through fund-raising by parents. The financial underspend in recent years has now been largely used and the surplus is returning to an acceptable level. Funding is used well overall, to promote the academic and personal development of its pupils. Since the last inspection, the school has gone from strength to strength. Standards achieved by pupils are high, the quality of teaching is very good and the quality of management is excellent. In relation to the funding available, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. The improvement made since the last inspection has been excellent. This has had a positive effect on the quality of provision. The school is highly effective and self-evaluative and sets itself a clear and appropriate agenda for improvement. There are no significant key issues for development.

However, the school should continue to work on those areas already identified for development - in particular:

the increased use of information and communication technology in subjects across the curriculum.

(paragraphs: 8, 23, 33, 107, 122, 140, 144, 149,152, 159)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	14	3	0	0	0
Percentage	3	47	41	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents around three 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)		189
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs		YR – Y2
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		9

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	36	33	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	36	36
	Girls	33	33	33
	Total	69	69	69
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	36	36
	Girls	33	33	33
	Total	69	69	69
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (98)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	117	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	20.76
Average class size	23.88

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	242

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FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	454778
Total expenditure	473103
Expenditure per pupil	2413
Balance brought forward from previous year	60270
Balance carried forward to next year	41945

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	2.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	189
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	1	0
My child is making good progress in school.	70	30	1	0	0
Behaviour in the school is good.	62	34	2	1	1
My child gets the right amount of work to do at home.	41	44	11	2	2
The teaching is good.	71	26	1	0	2
I am kept well informed about how my child is getting on.	52	39	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	67	30	2	1	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	54	39	5	1	2
The school is well led and managed.	73	25	1	0	1
The school is helping my child become mature and responsible.	63	35	0	0	2
The school provides an interesting range of activities outside lessons.	35	30	19	2	13

Other issues raised by parents

Very few comments were included with the questionnaires. These were mainly supportive of the school. Individual parents felt that communication was not always as effective as it might be and that the level of reading expected at home was demanding (for parents). Two parents had opposing views on the school's support for pupils with special educational needs.

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

75. Children are admitted to the reception classes at the start of the school year in which they become five years old. At the time of the inspection there were 64 children in the reception classes. Analysis of early assessment information indicates that attainment is above average on entry, although there are some children whose attainment is below average. Children make very good progress in most areas of learning. Progress in the creative area of learning is satisfactory. By the time they start in Year 1, the majority of children have exceeded the Early Learning Goals for children of this age and are working well within the National Curriculum.
76. Provision for children in the Foundation Stage is very good. Children achieve very well in all the areas of learning except for the creative aspect where they make satisfactory gains in their learning. The curriculum is broad and balanced. Teachers provide a very good range of activities to meet the needs of all children in the reception year. Planning is very good and is consistent across the reception classes. It reflects both the Early Learning Goals for children of this age as well as the National Curriculum. Teaching is very good overall. Teachers have high expectations of what the children can achieve. Pupils are very well managed. They are keen to learn and behave very well. Team work is very effective and, within classes, learning support workers are well deployed and make an excellent contribution to children's learning. As a result there is very good attention to inclusion and work is carefully matched to children's needs and abilities. Most children are already working within Level 1 of the National Curriculum in mathematics and English.
77. Provision for children with special educational needs is very good. At the time of the inspection there were two children with statements of special educational need. These children make very good progress because they are very well supported. Work is regularly assessed and carefully annotated so that the progress children make is systematically recorded. Information gained is used to set targets ensuring the right level of challenge for all. The quality and use of on-going assessment is excellent. This is a major factor contributing to the very good progress being made.
78. Since the last inspection, many improvements have taken place. Purpose built reception classrooms offer very good accommodation with very good provision for outdoor activities. Very good links have been established with the on-site nursery. Resources have greatly improved. The implementation of an early years' phonic scheme has had a very positive effect on children's literacy skills. The appointment of a specialist coach for physical education is positively influencing the physical development of children in the reception classes. All of these factors are contributing to the high quality experiences provided for children and the high standards being achieved. Great importance is placed upon the work in the early years.

Personal, social and emotional development

79. Teaching in this area of learning is very good. As a result most children have made progress to exceed the level expected for children of this age by the end of the reception year. Children are helped to become confident, friendly and well-behaved.
80. They are expected to take responsibility: for example, dressing and undressing for physical activity. They do so independently and without fuss. Expectations of behaviour, attitudes and independence are high and the children endeavour to please.

They listen carefully to adults and to each other, taking time to speak, contributing eagerly to discussions and responding to questions enthusiastically. They tackle work set with confidence and sustained concentration. During the inspection, one reception class led a class assembly, addressing parents and children in the hall as they explained about the work they did in school. Many children are articulate and they happily talk about their work in class to visitors. Relationships are very good. They readily take responsibility for planning their selected activities, using planning boards. They do this sensibly and without fuss. They are highly independent and know the routines very well.

Communication, language and literacy

81. This aspect of learning is a strength. The majority of children make very good progress in developing skills in communication, language and literacy as a result of very good teaching. Most will exceed the expected levels by the end of the reception year. Many are already working within the early stages of the National Curriculum. Basic skills are very well taught. Children are given many opportunities to speak aloud to the rest of the class, or a wider audience, and they do so with confidence and clarity. In one lesson children took turns to address the class; sitting in the 'hot seat' they recounted their news and experiences. Very good questioning followed from the rest of the class. Such opportunities make a very positive contribution to children's speaking and listening skills. Early phonic skills are very well taught so that children soon recognise sounds made by letters and begin to build simple words. This learning is fun. Higher attainers and some average children are able to spell, read and write simple words. They have a very good sight vocabulary and use early phonic skills and picture clues to help them read the early reading books. All are able to write their name independently. Many are beginning to write sentences independently, with higher attainers writing several sentences. For example, one child wrote in a cross-curricular lesson linked to science 'I can see a plant. It has a root'. These children know how sentences are structured and begin to use capital letters and full stops. Children enjoy sharing the big book. Most can read some of the words and all join in the repetition. Most can predict aspects of the story from the cover. They are familiar with terms such as 'author' and 'illustrator'. Most children form letters accurately and neatly. Their drawings contain a good level of detail. Well structured play activities in the baby clinic and the garden centre provide good opportunities for reading and writing. In the baby clinic children take telephone calls, write messages and keep an appointment book. They make notes, fill in forms and write letters. All children enjoy books and know how to handle them correctly. They are well supported at home with reading. Home reading diaries are very well maintained, providing a good channel of communication with parents.

Mathematical development

82. Teaching in this area of learning is very good. Most children will achieve the expected level by the end of the reception year and many will exceed this, being well into the early stages of the National Curriculum, particularly in the number aspect of mathematical development. They make very good progress overall. Most children count to 20 forwards and backwards. High attainers count to 50. They recognise numbers to ten securely and many recognise higher numbers. They have a very good range of mathematical language. Children know 'one more than/less than' a given number. Such questions are targeted so that a higher attainer may be asked one more than 53, while a lower attainer may be asked one more than 9. Basic skills are carefully taught. Many children can add together two amounts and write the number sentence.

83. Teachers build well on previous learning about two-dimensional shapes. The majority recognise and name these shapes. Very good use is made of speaking and listening as children are encouraged to use the correct names of three-dimensional shapes. Most can name 'pyramid', 'cube' and 'cuboid'. They refer to the 'faces' on the cube – one boy says 'Robots have that shaped face'. This learning is consolidated as children make cubes out of cracker biscuits and work together to paint the 'faces' of a cuboid using large cardboard boxes. They solve simple number problems and record their findings. For example, they measured the plants from the garden centre using cubes. They measure the fish to find the largest/shortest. They are able to continue a repeating pattern of two or three shapes of colours. There are very good opportunities for learning through well structured activities using sand and water. Good use is made of the computer to consolidate work on shape.

Knowledge and understanding of the world

84. Very good teaching in this area of learning provides children with a wide range of interesting experiences helping them to make very good gains in their learning. By the time they leave the reception class most have achieved the expected level and many will exceed this.
85. The teacher in one class makes good use of her visit to Ghana to extend children's cultural awareness. She introduces a map and photographs to children and they locate Ghana on the globe. They are very interested in their teacher's journey. Many are well travelled themselves so have some understanding of distance between countries, air travel and global awareness.
86. A visit from the health visitor and a mother and baby help children to notice the differences between themselves and babies. They realise how dependent the baby is on the adults. They learn how babies are weighed and measured and put this learning to good use as they weigh and measure the dolls and complete health records in the baby clinic later that day. They begin to understand simple time-lines from a baby to a five year old, using photographs to observe change. A visit to a garden centre supports learning about plant growth. Children know that seeds and plants need light, heat and soil in order to grow. They know the difference between roots, shoots and flowers. They plant beans, pansies and an amaryllis bulb and care for plants and flowers as they grow. They make observations about mini-beasts and bugs and the growth of a sunflower. They draw up plans for a garden and look after the fish carefully.
87. They have at least the expected level of skills when using the computer, many having good mouse control and being able to use 'drag and drop' with good control. They know how to write their names and label a plant's parts, using the computer. Children learn about their own and other cultures through celebrations such as Christmas, Easter and Diwali, and through stories from the Bible. Through circle time and in assemblies they develop an awareness of their own feelings and those of others. Caring and kindness are very well promoted by the adults who provide good role models. Very good support and intervention by the adults moves the learning on very well.

Physical development

88. Since the last inspection there have been good improvements in this area of learning. There is a secure outdoor area with an outdoor adventure playground as well as grassed areas. There are now large wheeled toys to develop gross motor skills. Attainment in this area of learning is very good. The children benefit from a specialist

coach who leads gymnastics lessons in the hall. This also provides good school based training for teachers developing their knowledge, skills and confidence. Children have very good opportunities for climbing, balancing, jumping and sliding. They use the hall regularly. Here they travel in different ways and directions, sometimes travelling high, sometimes low. They stretch, push and slide around the floor. They gallop, run, skip and jump in different directions. All except one can perform jumps, hops and skips with above average skill. They know how to link movements into a simple sequence. For example, children rolled to one side, then the other, then stretched forward. They show very good control and co-ordination in most cases. They travel over and along the benches and mats using imaginative ways of moving. Fine motor skills are very well developed. The majority use scissors, glue sticks and other tools skilfully. They demonstrate good pencil control in most cases.

Creative development

89. This was a key issue in the last inspection. Satisfactory improvement has been made since then. Children have a satisfactory range of experiences in painting, printing, clay and collage and attain the levels expected for children of this age. Good links are made to literacy and mathematics consolidating teaching points through art. For example, children paint numbers, make shape pictures, paint 'solid shapes' boxes and apples underneath a tree, so reinforcing positional language. They paint objects in the clinic from observation and make observational drawings of a telephone. Higher attainers produce good attempts at these. They mould clay pots for the garden centre and create daffodils and vegetables using collage and paint. They use card and line hangers to create mobiles of nursery rhyme characters, demonstrating the expected level of skills.
90. They begin to be aware of famous artists such as Monet, with some opportunities for colour mixing and exploring textures. There are satisfactory opportunities for the children to sing and explore percussion instruments. They develop an increasing repertoire of songs and rhymes, which are also used to challenge and extend higher attainers. Assemblies provide additional occasions for singing and children join in well. They enjoy singing and performing. Skills are as expected for this age. Teaching is satisfactory. Most children are likely to achieve the expected levels by the time they leave the reception classes.

ENGLISH

91. The very good standards found at the last inspection have been maintained. English remains a strength of the school. Standards at the end of Year 2 are well above average in reading and writing and above average in speaking and listening. These findings reflect the high standards found in the 2002 national tests. The majority of pupils make very good progress in their learning.
92. Pupils with special educational needs are given excellent support. The very good provision made for these pupils enables them to make the same progress as their classmates towards their targets in their individual education plans.
93. Several factors contribute to the school's success in English. Thorough planning with specific plans for pupils with special educational needs ensures that work is carefully matched and sufficiently challenging for the differing levels of ability. High quality, rigorous teaching and consistency between the classes in each year group ensure that pupils in the same year receive similar experiences. A well structured curriculum provides challenging tasks. There are high expectations for pupils to succeed.

94. Major factors are the excellent procedures for assessment, target setting and thorough monitoring of teaching standards and progress achieved. These are driving the learning forward. Pupils play a major role in assessing how well they are learning. The contribution made by their very good attitudes to learning cannot be overlooked.
95. Speaking and listening skills are well above average at the end of Year 2. Pupils are given many opportunities for speaking aloud to the class, other adults or a wider audience. They are eager to engage in discussions and answer questions, giving articulate responses in many cases. From the youngest children who engage in 'hot seating' and role play with confidence, to the older children who discuss literacy texts and reading interests with maturity, there is an emphasis on clear articulation and good use of standard English. For example, pupils in Year 2 class discussed the characteristics of a traditional tale, commenting that they were stories handed down and that there were different versions of stories such as 'Goldilocks and The Three Bears'. One boy questioned the legality of his lesson by remarking 'It's slightly copyright isn't it?' When reading aloud they use very good expression, being very aware of the effects of punctuation when reading. Teachers use a variety of strategies with partner discussion, small group and whole class debates. They make very good use of plenary sessions in lessons to enable pupils to talk about their work. Pupils use a wide vocabulary when asked to describe the character of Goldilocks, using words such as 'vain', 'disobedient', 'sneaky', 'nosey' and 'rude'. The well planned opportunities for speaking and listening enable pupils to develop these important skills well.
96. By the end of Year 2, pupils' reading standards are well above average. The majority read fluently with very good expression. Reading is accurate. Pupils have very secure phonic skills, which are systematically developed from an early age. They approach unknown words with confidence using a range of strategies to help them. Pupils are happy to discuss favourite authors such as Jacqueline Wilson, Quentin Blake and Roald Dahl. They talk about the characters and plot and are able to predict events from clues in the text. Pupils take books home regularly to share with an adult and parents support their children very well, finding time to hear them read and contributing well to the home reading diaries. Pupils discuss non-fiction books with understanding. They are familiar with the library and know how to locate these books. They make use of contents, index pages and glossaries and know how to use dictionaries and thesauri to help them when writing. Research skills are good. Most pupils enjoy reading and do so with enthusiasm and are developing a love of books, reading fiction, poetry and non-fiction.
97. Attainment in writing is well above average by the end of Year 2, with many pupils achieving the higher Level 3 in tests. The youngest pupils know how to structure a sentence, give simple instructions and spell with accuracy simple words. They use full stops and capital letters correctly. Pupils in Year 1 build well on these early skills, with increasing use of adjectives in their writing. In writing about 'fireworks' for example, they use words such as dazzle, scream, explode, sparkle, whistle, fizz, hiss and pop. They use their writing skills well in subjects such as history when writing about Guy Fawkes. They write stories with increasing length and developing interest making use of bold capital for emphasis; for example, in 'The Wolf and the Three Little Kids' one writes 'Then he EXPLODED'. They use an increasing range of vocabulary to describe characters. Describing the wolf, one wrote 'The wolf was mean and grumpy because he was nervous. He was a crafty wolf'. In Year 2, pupils develop their skills in handwriting and presentation, many writing neatly in a good cursive style. They write for a good range of purpose with increasing awareness of the audience for their work. They understand the features of instructional text, recount news, visits and events using paragraphs and an increasing range of punctuation. They use descriptive

vocabulary very well. For instance, one pupil describes the 'Rainbow Fish' when describing a 'wanted' poster for him. 'He has shades of blue, green and purple on his silver, dazzling, shiny scales..'. They select interesting adjectives to match a picture such as 'breathtaking animals' and 'smooth, grey, shiny elephants'. Pupils use story planners with confidence, structuring their stories very well. Some of this writing makes a good contribution to their cultural development, such as the African story of 'The Hunters'. Spelling is accurate, with well established spelling strategies linked to their very good phonic skills. Pupils know how to write an interesting story opener. For example, one pupil wrote 'In the deep, blue, open sea, when the stars were shining, a small, fat, tired, plump, heavy, stinky and smelly man was sailing in a big ship. The man was a Pirate!' Pupils use a wide range of conjunctions to create more extended sentences. Many pupils write at length. Lower attainers are achieving at the level expected for this age. They use basic punctuation correctly, spell with reasonable accuracy and sequence their ideas logically. The excellent support ensures that all pupils are fully included.

98. Pupils show a high level of independence when writing and make very good use of self-evaluation constantly checking their targets. This ensures they have a very good knowledge of their own learning. Very good use is made of additional literacy strategies to move learning forward. Pupils make satisfactory use of ICT to word process their work and to support research skills. At present, opportunities for pupils to use their writing skills across the other subjects of the curriculum are restricted and this can be developed further.
99. Teaching and learning are very good throughout the school. Teachers expect pupils to work hard and behave well and pupils respond accordingly. They have very positive attitudes to learning because they are well motivated and keen to please their teachers. This is a key factor in their successful learning. High quality planning and excellent support from the learning support workers contributes very effectively to pupils' learning. Skilful questioning, rigorous teaching and excellent management of pupils are characteristics of the very good teaching seen in the school. Lessons proceed at a brisk pace - no time is wasted.
100. The subject is very well led and managed by the able co-ordinator who sets a good example through her own teaching. Rigorous assessment procedures, thorough analysis of assessment information and the setting of smart targets contribute very effectively to the high standards. Consistent monitoring of teaching and learning also has a major influence on the standards being achieved. Marking of pupils' work is rigorous and highly effective in helping pupils to know what to do to improve their work. The good library provision is a useful resource but there is scope for extending its use further. Book resources are very good and support literacy very well. English makes a very good contribution to pupils' spiritual, moral, social and cultural development. Visiting poets and authors enhance the curriculum as does participation in projects, such as, World Book Day and National Poetry Day. Out of school activities such as the writing club, which targets lower attaining boys in particular, strengthen the curriculum further. There is excellent capacity for the high standards in English to be sustained.

MATHEMATICS

101. Standards in mathematics are well above average. This represents a significant improvement on the last inspection when standards were above average. Standards have been consistently very high in relation to schools nationally during the intervening period. Results in the current year are likely to show a marginal fall in the proportion of higher level attainment because of the make up of this cohort of pupils.

102. Pupils make very good progress from the time they enter the school. Standards are as high as they are because of the thoroughness of the planning, the rigour of the teaching, the culture of achievement in the school and the very positive attitudes of the pupils. This is why all pupils, including those with special educational needs, make such good progress.
103. By the end of Year 2, over three-quarters of the pupils achieved the challenging Level 3 in 2002. They have a very good grasp of basic number operations involving the four rules of number. They add and subtract accurately with three digit numbers, multiply up to the six times table, recognise simple fractions of a whole, compare fractions and have the good language skills which enable them to interpret number problems with some confidence. They have good opportunities for data-handling and can interpret bar charts confidently. The focused planning, which provides a robust framework for the teaching, ensures that pupils are challenged at every stage. For example, in Year 1 lessons, where pupils were counting forward and back in tens, the higher attainers were given a range of starting points within 100, so that they could build confidence both in identifying and applying patterns and do so within a wide range of numbers. The below average attainers were practising the same skill, but only on the rounded tens. In Year 2, where pupils were converting between analogue and digital time, the teacher constantly challenged them to explain their strategy – why they had recorded the time in the format they did. Again, this required pupils to think coherently about what they had written and to be able to justify it. Pupils record their work carefully, although, overall, the quality of their recorded work does not fully reflect their knowledge or the quality of the learning that takes place in lessons. There are occasional opportunities for pupils to use their mathematics in subjects across the curriculum – mostly in science.
104. A key strength is the quality of teaching which is very good overall. Teachers plan with great thoroughness. They know their pupils well and because assessment systems are very effective, are able to plan work which is closely matched to need. They evaluate lessons carefully and amend future plans as a result. They share lesson objectives with the pupils and will often reiterate these at intervals during a session, asking pupils to remind them of the focus of the lesson. This was seen to work well in a Year 2 lesson on reading clock faces. Lessons are conducted at a very brisk pace, with no time wasted. Pupils are challenged throughout. During the oral activity, teachers will question pupils in a very focused way, carefully tailoring their questions to the needs of the pupil. Teachers train pupils to become resourceful, independent workers and in most lessons observed, the higher attaining pupils were able to make good progress with very little direct support from adults. This inculcates good working habits. Teachers focus effectively on the development of a strategic approach to calculation and problem-solving, the necessary ‘thinking skills’ which enable pupils to approach mathematical problems with confidence.
105. A particularly successful element of the teaching is the very good support provided by the learning support workers, primarily for pupils with special educational needs, or within the average-attaining band. They are well prepared, well trained, know the pupils well and, like the class teachers, waste no time during the sessions.
106. The quality of marking is good overall. There are thorough developmental comments indicating how pupils can develop and improve their performance. The school has implemented the Numeracy Strategy effectively and this is seen in the consistency of the results. Pupils’ mental skills are developing well.
107. There is occasional use of ICT to support pupils’ learning in mathematics, but the school acknowledges that this is an area for further development. The use of

assessment information in mathematics is very good. A range of tests and assessments gives teachers a clear view of what pupils have achieved and still need to do.

108. The co-ordinator provides good leadership. She is relatively new to the post, but has had some opportunities to monitor teaching. She has a good grasp of the standards being achieved and has a good overview. There is some evaluation of pupils' written work, and good support for colleagues. Resources are good in both range and quality.
109. The school has had a very proactive approach to the management and teaching of mathematics and this is seen in the impressive consistency of its performance from year to year, while still acknowledging areas for further improvement.

SCIENCE

110. The 2002 test results (based on teacher assessments) show that by age seven standards were very high. All pupils achieved the expected level, with 87 per cent of pupils achieving the higher Level 3. Inspection evidence suggests that the current Year 2 pupils are on track to achieve equally high standards.
111. There have been a number of improvements since the previous inspection. Teaching is now very good and standards have risen considerably. The school has recently adopted a new scheme of work, which promotes scientific enquiry very effectively. Assessment arrangements have been strengthened, with all pupils having their own targets. The school keeps parents very well informed about science, through useful information sheets and letters, with information also posted on the school's web page.
112. The teaching is very good. As a result all pupils, including those with special educational needs and the few pupils who have English as a second language, make very good progress in their learning. There are many strengths in the way science is organised and taught. The science curriculum fulfils the school aims very well, i.e. 'relating science to real life situations'. To this end, teachers provide a range of stimulating and interesting first hand experiences. Imaginative activities, such as those in the recent Science Week, encourage pupils to develop their thinking skills and to problem solve. For example, activities such as investigating the absorbency of different brands of nappies add an element of fun and bring the subject to life!
113. Recorded work shows that the science curriculum is challenging and imaginative. Pupils have covered each aspect of the planned curriculum thoroughly, with opportunities to revisit aspects. The new scheme has helped improve the way pupils record their investigations. Standardised grids used throughout the school ensure that pupils work through the different elements of each investigation. Generally pupils' work is neat and there are helpful comments by teachers to point them in the right direction. Pupils are given regular opportunities to use their literacy and numeracy skills to support their science work.
114. The staff have very good teaching strategies to help pupils develop their scientific skills and practice. Teachers have high expectations and thorough planning ensures that the different needs of pupils are catered for well. Pupils are encouraged to observe and record their work carefully. For example, in a successful Year 1 lesson, pupils could describe, explain and record carefully, the changes over time as cress and hyacinth bulbs grew. Pupils made good use of their art skills to record their

- findings. The use of a microscope and interactive white board during the Science Week also helped pupils to make close observations of specific features.
115. Teachers generally adopt a lively teaching style. They achieve a very good balance between giving pupils information, teaching them the correct scientific vocabulary and providing good opportunities to experiment, and record their work. Teachers encourage pupils to think and act like scientists, to investigate and make predictions. These very good practices are established in reception and built on very well in Years 1 and 2.
 116. The use of the learning support workers and student teachers in lessons throughout the school is excellent. They are used very effectively so that all pupils experience practical activities. This particularly helps pupils with learning or behaviour needs. As a result they are fully included and no time is wasted.
 117. By Year 2, pupils are expected to think up their own questions and to review the outcomes of the experiments. In a very well taught Year 2 lesson, the teacher skilfully set up the lesson so that the pupils were taking a real lead. They were helped to frame their own questions, to decide what equipment they might need and to plan out the investigation themselves. The teacher and other staff acted as facilitators to the pupils' own investigations. Interventions were only made that helped extend pupils' understanding. For example, the teacher took the opportunity with a small group of pupils to explore why steam occurs. By the end of the session, pupils referred back to their predictions, identified what they had learnt and had a clear understanding of the principles of a fair test.
 118. Great care is taken by teachers to ensure pupils use and understand scientific terms. For example, in a very successful lesson in Year 2, the teacher spent time exploring a misconception that chocolate had melted. By the end of the session the pupils understood and could explain that the chocolate could not have melted because it was not in the water.
 119. Pupils show real pleasure and enthusiasm in lessons. They respond very well to the teaching. Their extremely positive attitudes and very good behaviour mean that they work well together and handle equipment safely and sensibly.
 120. There is some pressure on the time available. In some lessons there was not enough time for pupils to complete their recordings. Scrutiny of pupils' recorded work also shows that some aspects of work undertaken have not been recorded in much detail. For example, there is very little recorded evidence of the work pupils undertook on electricity.
 121. Science makes a significant contribution to pupils' personal, social and health education. Good links are established between physical education and science. They learn about how their bodies work and the effects of exercise on health. The regular use of visitors such as an orthopaedic consultant and his 'skeleton' add excitement and fascination! Pupils are also encouraged to be aware of the ethical implications of science - for example, the need for recycled spectacles in Third World countries.
 122. The subject is very well led and managed. The co-ordinator is enthusiastic and gives very good leadership. She runs training sessions for staff and liaises regularly with the Junior School. She monitors planning and observes teaching and learning on a regular basis. Her organisation of the recent Science Week meant that everything was well prepared for staff to carry out. Although standards are high, the co-ordinator is not complacent. She continues to identify aspects to develop further, such as, more

use of ICT to support the delivery of science. Science resources are good and the school has made a good start on developing an environmental area in the school grounds.

ART AND DESIGN

123. Art and design has improved significantly since the last inspection. Standards are now above average across the school, the curriculum is vibrant and alive, all elements are covered very well and the subject makes a good contribution to pupils' cultural development. No lessons were seen, but scrutiny of pupils' work, as well as discussions with a group of them, indicates that pupils are well taught. Learning is secure, and pupils can successfully demonstrate how they use their creative skills and techniques to produce work of better than expected quality.
124. Pupils' work covers a wide range. Right from their time in reception the children are taught how to mix colours to achieve different shades successfully. This work is developed well in Year 1, and the pupils readily discuss how they mixed paint as part of their topic on animal art. One girl said 'My favourite colour was the greeny colour that I made the crocodile, it was just right'. Other pupils talked about mixing different coloured chalks to achieve varying shades for their work on the sea topic. The final pieces of work show a better than expected attention to detail, colour, form and shade, resulting in standards that are above those expected for pupils of this age.
125. This early work is successfully built on and developed in Year 2. Paintings and drawings show lively form and movement, and work based on the style of Rousseau included earth colours that added much to create the feeling of the natural colours of the forest. By teaching pupils the correct skills and techniques to extend their art and design work, the teachers are making sure that pupils work competently and creatively to the best of their capability. Three-dimensional work is not left out, and pupils progress very successfully, working with clay and wire to create their own models and forms to a good or better standard.
126. The co-ordinator has had a significant input into the subject, and her influence is the main reason why standards are being pushed upwards. Clear guidance for teachers, alongside an excellent knowledge of the subject, means that the school is well placed to continue to progress. Very good systems for tracking pupils' progress and attainments make sure that any gaps in pupils' learning are quickly identified and tackled.

DESIGN AND TECHNOLOGY

127. Standards by the age of seven are above those normally found at this age. The teaching is good. As a result all pupils, including those who speak English as an additional language and those with special educational needs, make good progress.
128. There have been a number of improvements since the previous inspection. Teaching has improved, standards are higher and pupils make better progress. A programme of work is in place, based on the nationally recommended scheme. The school keeps parents very well informed through information letters.
129. There are many strengths in the way design and technology is organised and taught. Pupils are provided with a variety of interesting exploratory activities. Occasional focus days also add extra interest. This very practical approach enables pupils to get a good grounding in both the design process and in the use of a range of equipment

and resources with confidence. For example, Year 1 pupils designed imaginative and interesting playground structures for an adventure playground. The excellent displays of slides, monkey bars and climbing frames show real flair and imagination! The models using both construction kits and materials, such as, sticks, blue tack and egg boxes show attention to detail. Pupils clearly take pride in their work.

130. A strong feature of the teaching is the use of searching questions to extend pupils' understanding. Pupils are also given very good opportunities to use their speaking skills to explain their learning. At the end of the lesson observed, Year 1 pupils could explain confidently what they had made, how it was made and whether their structures were strong enough to stand alone. As one pupil explained, 'When I was joining the two straws, my dad taught me how to slip the straws together'. Pupils' work shows good attention to detail.
131. From Year 1 onwards, pupils undertake the whole design process of planning, making and evaluation. Useful planning and assessment sheets ensure that pupils do not miss out on any aspect of the process. Therefore, by the end of Year 2 they generally produce careful and realistic plans. Good use is made of pupils' art skills to create their designs and of their mathematical skills when measuring. Pupils are encouraged to be imaginative but also to think about what fabrics they will use. For example, in a well taught lesson, when designing puppets, Year 2 pupils had a good opportunity to make a 'mock up' of their puppet designs and to practise using a range of joining techniques. Most are able to use scissors, glue, tape and staples sensibly, safely and without help. Some found using sewing needles more difficult because it was their first time.
132. Excellent use is made of learning support workers to support pupils, particularly those with special needs or behavioral difficulties. They constantly encourage and support but make sure pupils attempt all the skills themselves. Pupils' behavior is very good and their attitudes are often excellent. For example, during a Year 2 lesson, pupils showed real interest in each other's ideas. They willingly helped each other thread cotton through needles and make knots. Their collaboration and creative efforts were excellent. This promotes their social development well.
133. Pupils have appropriate opportunities to learn about mechanisms, structures, textiles and food technology. Teachers show pupils that their work is valued by the attractive way in which it is displayed in each classroom. Teachers emphasise well the structure of the design process in class displays through the use of questions and key vocabulary to stimulate pupils' interest.
134. The subject is well led and managed. The co-ordinator is enthusiastic and knowledgeable about her subject. She monitors planning and has undertaken some observations of teaching and learning. She keeps examples of finished products and gives informal advice as requested. She ensures that there is a good range of resources available for each topic, so that pupils can have good opportunities to explore materials before undertaking their design activity.

GEOGRAPHY

135. Standards in geography have shown a good improvement since the last inspection. They are now above average across the school. The subject is securely in place and the curriculum is covered as well as the available time allows.

136. In the term of the inspection, geography is not normally taught, but teachers normally cover one of the two optional units of study. Two lessons were observed. In Year 1, pupils were following the journey of Barnaby Bear to Australia. The major part of the lesson involved a discussion of the journey Barnaby might make to reach Australia, tracking possible routes on a globe and a world map. Pupils considered the different weather, which might be encountered, and the fact that there were different time zones across the globe. The lesson was successful and provided pupils with a good opportunity to test their general knowledge of the world. They are aware that climate varies by location, that the earth turns in relation to the sun and can correlate location of places on a globe with their position in an atlas. Resources were used well throughout, particularly a school-produced 'Big Book' about Barnaby's journey. The lesson was enhanced by the good speaking skills of the pupils, their extensive general knowledge and the experience of travel to which some pupils have had access.
137. In Year 2, pupils were studying the other optional unit – 'Global Eye' – which looks at issues of world poverty and recycling. Although the lesson observed was satisfactory overall, earlier work has clearly interested and inspired pupils and they talk of the issues raised with considerable interest. The lesson theme, recycling of household waste, was successfully tackled. Pupils were able to categorise different types of waste and eventually completed the initial draft of a poster. However, learning was affected because the available time was restricted and the content was not fully developed. Pupils had insufficient time to develop or articulate their ideas and, in spite of the very good planning, there were missed opportunities to take learning forward in greater depth.
138. The scrutiny of pupils' work indicated that, earlier in the current year, Year 1 pupils have undertaken walks in the local area and have considered different types of housing, while Year 2 pupils have looked at holiday journeys, visits to the seaside and the weather. The level of recorded work is not extensive. However, this reflects constraints of time, with much work being covered orally and a high level of direct teacher input. In discussion, pupils demonstrated that they have an above average level of knowledge and understanding of basic geographical ideas and of the themes covered. They recall these well. The school promotes pupils' awareness of other cultures and countries well through annual theme weeks – such as the Commonwealth Countries week, which coincided with the Jubilee celebrations in 2002. Later in the current year, there is a planned International Cultural Week when pupils will learn about famous buildings in four countries across the world. The subject promotes pupils' cultural development well. The 'Safer routes to School' project has enabled pupils to think more deeply about the location of their school.
139. The quality of teaching and learning is good. Teachers plan well for the needs of pupils in each class. This includes those with special educational needs and those few with English as an additional language, who benefit particularly from the very good support provided by the learning support workers. Teachers question effectively, targeting different needs in each class, and make very good use of available resources to enhance learning. This included a recent visit by an optician to tell pupils about the work of Vision Aid in developing countries. Pupils responded very well to this visit, as they do generally. Pupils' very positive attitudes are a significant strength.
140. The subject is managed well, although the co-ordinator has not yet had an opportunity to monitor the quality of teaching. While a skills sheet is being implemented, assessment procedures are limited at present. There is very little use of ICT to enhance learning in geography and this is acknowledged as an area for development. Literacy skills are not significantly enhanced through geography, although there is ample evidence that this need is met fully elsewhere in the curriculum.

HISTORY

141. Standards by the age of seven are above average. The teaching is good. As a result all pupils, including those with English as an additional language and those with special educational needs, make good progress. No history was planned for this term; therefore, judgements about teaching and learning are based on work samples and discussion with pupils.
142. There have been a number of improvements since the previous inspection. Teaching has improved, standards are higher and pupils make better progress. A scheme of work is in place, based on the nationally recommended scheme.
143. The history curriculum is rich and stimulating. Pupils are provided with information from a range of sources and are encouraged to ask useful questions about the lives of people who lived in the past. As a result both girls and boys say they enjoy history. Pupils have very positive attitudes to history. Work samples show that they take pride in their recorded work, which is neat and attractive.
144. The planned topics are covered thoroughly. Good use is made of pupils' art skills to record their learning. Appropriate use is made of pupils' writing and number skills. From discussion with Year 1 and 2 pupils, they enjoy history and have good factual recall of their topics. They understand the need to research information from source materials and gave examples of looking at pictures and books to get information. While they have fewer opportunities to use information technology, ICT is planned in the curriculum as part of their research skills in Year 2.
145. Teaching is good. A key feature is the use of resources such as photos, objects from the past and videos to bring history to life. Teachers provide good opportunities for pupils to consider the differences and similarities between life today and at different times in the past. They teach pupils an understanding of time passing in interesting and simple ways. Year 1 pupils can talk about different places that people in the past lived in, such as caves, castles and brick houses. Year 1 pupils can also classify everyday items such as irons and washing machines as being from the past or present. They can place toys, such as teddies, in order of their age.
146. Year 2 pupils have a good factual recall of significant people in history. Most pupils can recall the life and achievements of Florence Nightingale. Some very able pupils can supply dates and key figures in her life. Most pupils can recall the key events of the Gunpowder Plot - with real relish and interest!
147. There is an appropriate balance between the delivery of historical facts and historical skills. This is demonstrated well in the Year 2 project on Remembrance Sunday. A visit to the local church to view the War Memorial helps pupils understand recent local history and the significance of people wearing poppies.
148. The school has introduced a useful assessment grid for each topic, which includes an outline of the skills covered. By the end of Year 2, pupils have a good sense of chronology, understand the purpose of a time line and can extract information from a range of sources. Throughout the school, teachers help pupils develop a good understanding of history by displaying words that signify the passing of time. Timelines are displayed in classes and in the school by reference to key people and events - including Jesus, Florence Nightingale, Rousseau and David Beckham. History makes a good contribution to pupils' cultural development and appreciation of people who live in different times. Enrichment activities include local trips and

participation in events such as the Jubilee celebrations.

149. The subject is well led and managed. The co-ordinator is enthusiastic and knowledgeable. She monitors the planning and has undertaken some observations of teaching and learning. In the subject action plan, she has identified the need to develop further the use of ICT to support the history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. The school has made good improvement in its provision for information and communication technology (ICT) since the last inspection. Standards remain average overall, but pupils are making good progress as a result of the availability of the new ICT suite and the increased focus on skill development. Pupils with special educational needs and those few pupils with English as an additional language make similar good progress to the others.
151. Only one lesson was observed during the inspection. In this session, Year 1 and 2 pupils were learning how to access a database to seek answers to simple questions. The teacher discussed the function and structure of a database and then worked with pupils to devise questions, which might be answerable from the data available. The teacher's good knowledge and understanding was an evident strength here, although structuring questions accurately proved challenging even for these articulate pupils. When given the opportunity to practise by themselves, pupils made some progress, although this was constrained by the relatively small number of machines in the suite, so that three pupils were sharing each machine, and the limited time available for practical activity.
152. The overall curriculum plan, which follows the national guidance, indicates that pupils have a broad and appropriate range of experience over time. There is some evidence of word processing, the use of a dictionary program, and the application of ICT to support pupils' work in literacy. This includes the punctuation of a text and the identification of adjectives in a passage provided. That said, there is limited evidence of completed ICT work either on display, or in pupils' work samples, other than in literacy. The focus recently has been on individual skill development and the school acknowledges that the application of ICT skills in subjects across the curriculum remains an area for development. There was some evidence of ICT being used during the inspection in religious education, when pupils searched for information on mosques, in art, when they looked for background detail on artists, and in several curriculum areas in the reception classes. The use of ICT as a support for learning is now being actively taught from an early stage. As a result, pupils' achievement in ICT is improving steadily across the school, even taking into account the good access which some pupils have to computers at home. Pupils' achievement is boosted significantly by their very good attitudes, curiosity and positive approach to work.
153. The quality of teaching, on the evidence available, is good. Teachers have worked hard to get to grips with the new interactive whiteboard and most are using this with some confidence. Subject knowledge is now secure. They plan thoroughly and evaluate their teaching regularly. This enables pupils to build on their learning effectively from session to session. Relationships are a strength.
154. The co-ordinator provides good leadership for the subject and realises what still needs to be done. She has good subject knowledge, has actively supported the establishment of the new website and maintains this with a group of pupils. There has been some monitoring of teaching and learning in ICT in recent terms. A skill assessment sheet has just been implemented to enable teachers to track pupils'

progress across the school. The school is well-resourced overall for ICT, taking into account the computers in the classrooms. However, the availability of machines in the suite is not yet sufficient to cope with whole-class use adequately and the school needs to look at some improvement in the ratio of machines to pupils in order that pupils have better access and are enabled to use their time better. There are plans to extend the use of whiteboards to other classes in the school. The school has arranged for skilled technical support on a regular basis. This enables the co-ordinator's time to be managed effectively.

155. Overall, this is a developing area, where progress has already been good. The immediate challenge is to extend the ways in which ICT can support learning across the curriculum.

MUSIC

156. Only limited evidence was available during the inspection, with one lesson observed. On that basis, it is not possible to make a judgement on standards in music. All class music is taught by the class teachers, only one of whom has any declared specialist skills in music. The school has introduced a comprehensive commercial music scheme, which provides detailed lesson-by-lesson guidance for staff and enables non-specialist teachers to cover the expected curriculum to an appropriate standard. Pupils, including those with special educational needs and the few pupils with English as an additional language, currently make steady progress in music
157. In the one lesson observed, in Year 1, pupils were learning to sing with control and expression. They could identify a regular beat and replicate this accurately. They could distinguish between different rhythms and reproduce these with precision. They sang simple songs tunefully and with increasing expression and were keen to join in. The teacher managed the session effectively, supported well by the positive attitudes of the pupils and their enthusiasm to succeed.
158. The school supports the wider music curriculum well. Pupils have good opportunities for singing, both in assemblies and at special events, such as the main church festivals. They produced a CD of Christmas music in 2002. Year 2 pupils all have the opportunity to learn to play the recorder and four staff are involved in supporting this. These pupils play regularly in assembly, are involved in productions and have taken part regularly in the Cheltenham Competitive Festival for some years. The school has had specialist musicians to visit – reflecting the indigenous music of the Caribbean and of Australia. Resources are good and readily accessible.
159. The co-ordinator has good musical skills and in the short time that she has managed the subject has begun to move it forward. She ensures that the curriculum is covered fully and manages most of the non-curriculum musical activities. There has been some monitoring of teaching and learning recently, although not in the current school year. Assessment procedures are underdeveloped. There is no opportunity to use ICT to support pupils' learning in music and this is an area for development.
160. Overall, progress since the last inspection has been satisfactory. The school has a clear view of those elements of the subject where further improvement is possible.

PHYSICAL EDUCATION

161. Standards are above average at the age of seven in gymnastics. Games and dance were not observed as these were not being taught during the inspection. Pupils make

very good progress in gymnastics lessons as a result of very good teaching by the specialist coach. Pupils with special educational needs are very well supported and they make the same progress as others in their class. Since the last inspection there has been good improvement in the subject. Factors contributing to the improved standards include the very good expertise of the specialist teacher together with a well structured scheme of work and clear guidelines to teachers.

162. A major influence has been the building of an excellent hall. Since then the subject has 'taken off'. The very good extra-curricular provision including mini-tennis, football and tag rugby makes a positive contribution to the curriculum and furthers the links between the infant and neighbouring junior schools when they combine for some of these activities under the guidance of the specialist teacher.
163. The very good start made in reception is built upon well in Years 1 and 2. Throughout the school pupils have increasing awareness of the effect of exercise on the body and recognise the importance of the warm-up at the beginning of lessons. In Year 1, pupils jump on the spot, dodge in different directions and stop smartly on a signal. They change quietly from rapid dodging to curling up small on a signal. Using hands and feet together, they walk about the hall, forward, backwards and sideways. They can 'bounce' and show a good range of imaginative ideas. Pupils in Year 2 jump high, reach up and land carefully. They jump and twist in the air. They leap and stretch backwards. They create twisted shapes with their bodies, 'walking' their hands round their feet. Pupils use a variety of ways to travel on the trestles and benches constructing imaginative sequences that combine travelling, twisting, then travelling on to the next piece of apparatus. The majority of pupils work hard and with sustained effort, achieving good standards. They work with enthusiasm and enjoyment. Pupils make good use of the space available.
164. The quality of teaching and learning observed was very good. Lessons are taught by the specialist coach, supported by the class teacher and learning support workers. She has very good subject knowledge and uses her expertise very well to challenge and extend pupils' physical skills. Adults provide good role models, all changing appropriately for lessons. Learning objectives are shared at the lesson outset so that pupils know what is expected. She makes good links with science and health. The teacher provides very good demonstrations, as well as making use of examples of good practice to demonstrate to others. Lessons proceed at a very brisk pace, covering a lot of work in the time allowed. Pupils have very positive attitudes to learning. They enjoy lessons, working hard and concentrating well. Very good questioning by the teacher encourages pupils to think carefully and work safely. The teacher promotes good independence as pupils take responsibility for moving apparatus and trestles. Pupils are very well motivated and try hard to please. Class teachers and support staff assist the specialist teacher well, learning from the very good demonstration at the same time. Good links are made to literacy as pupils acquire technical language such as 'curved pathways'.
165. A skills assessment grid for games and gymnastics has recently been introduced but this has not had time to be effective. The subject is well monitored by the specialist coach who has a clear understanding of the progress being made in physical education and the standards pupils attain.
166. The subject is very well led and managed by the co-ordinator supported by the specialist coach. Very good use is made of the new hall and the very good resources available. The subject makes a very good contribution to pupils' social development and to their overall personal development.

RELIGIOUS EDUCATION

167. Standards by the age of seven are average. Teaching is satisfactory. As a result all pupils, including those who use English as an additional language and those with special educational needs, make satisfactory progress.
168. There have been some improvements since the previous inspection. Resources are now good. The subject policy has been updated. The scheme-of-work has been amended so that the second faith covered reflects some pupils' own religious backgrounds. The syllabus is based on the Locally Agreed scheme.
169. Although only two faiths are followed in detail (Christianity and Islam) the school has an inclusive approach to different faiths and makes use of assemblies to further pupils' knowledge of faiths and festivals. Over the year pupils have learnt about Diwali, Chinese New Year, Eid, Harvest and Christmas.
170. One lesson was observed. In this well taught lesson, pupils made good progress because the teacher made good use of pupils' own religious knowledge. Pupils were confident to share their own religious experiences about Christianity and Islam. Pupils' attitudes in the lesson were positive. They showed interest and respect for both religions. Attractive posters were used to stimulate interest and further pupils' knowledge and understanding.
171. Scrutiny of recorded work shows that the planned topics are covered. Pupils' work is neat and well presented. Good use is made of pupils' art skills to record their learning and of their writing skills. Some of the more able pupils do not always have sufficiently challenging writing tasks when recording their work. Some use has been made of ICT to research Islamic places of worship.
172. From discussion with Year 2 pupils, it is evident that they understand that religions have places for worship and why people visit holy places. They can name sacred books such as the Bible and the Qu'ran. Year 2 pupils are confident in expressing what they know. They have some knowledge of Islam and good factual knowledge of Christianity.
173. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to think about the needs of others and have opportunities to devise their own prayers. In weekly class assemblies, pupils learn about Bible stories and reflect on moral issues. They explore themes such as being safe, helping each other and world events. Time is available in these sessions for discussion and pupils generally express their own ideas well. For example, they can retell the story of the Good Samaritan and discuss its meaning. As one pupil said 'Don't just walk away. Even if they are from a different country and even if you don't like them, you should always help them, if they need help'.
174. Regular use is made of visitors, such as religious leaders. They extend pupils' factual knowledge of Bible stories and Christianity, through story telling activities. Parents also extend pupils' understanding of Islamic festivals such as Ramadan. Pupils regularly visit the local church for Christian events including Christmas and Mothering Sunday.
175. The subject is appropriately led and managed. The co-ordinator has updated the policy. She monitors the planning but does not have the opportunity to undertake any observations of teaching and learning. She has identified the need to update the scheme and to introduce formal assessments. Resources are good, with boxes of

religious objects and books for each topic. The school has good access to items from the local religious centre and church. They are building up a collection of religious objects to support the study of Islam.