

INSPECTION REPORT

DANESHOLME INFANT SCHOOL

Corby

LEA area: Northamptonshire

Unique reference number: 121903

Head teacher: Denise Durham

Reporting inspector: David Marshall
27681

Dates of inspection: 7th – 10th July 2003

Inspection number: 252194

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:	5 to 7
Gender of pupils:	Mixed
School address:	Motala Close Corby Northants
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Telephone number:	01536 741732
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Appropriate authority:	The Governing Body
Name of chair of governors:	Alastair Ambrose
Date of previous inspection:	8 th – 11 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Marshall Registered inspector 27681	Art and design Design and technology Science Special educational needs English as an additional language	How high are standards? How well are the pupils taught? How well is the school led and managed?
Robert Folks Lay inspector 19692		How well does the school work in partnership with parents? Pupils' personal development and attendance.
Gillian Phillips Team inspector 32596	English Music Religious education	How well does the school care for its pupils?
Carole Smith Team inspector 27276	Geography History Foundation stage	
Peter Dempsey Team inspector 32706	Mathematics Physical education Information and communication technology Equal opportunities	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

Danesholme is an average size infant school with 261 pupils on role – 136 boys and 125 girls. There are nine classes. The nursery operating on the premises will be the responsibility of the school from September. The numbers on roll are now rising. The school was built in 1973 and is in a permanent building plus two mobile classrooms. The area the school serves has both private and council owned property – with many signs of significant social disadvantage. Recently one of the two school mobile classrooms was so severely vandalised that it had to be replaced. In general the ability of the children on entry is below average. There are 11 pupils from other ethnic backgrounds – four per cent of the school roll and below the national average. Two pupils have English as an additional language. Neither is at an early stage of language acquisition and they receive no additional support. There are 61 pupils with special educational needs, and five supported by statements of specific need – above the national average. Only three pupils are claiming free school meals – well below the national average. Authorised absence is significantly above the national level – but unauthorised absence is better than average.

HOW GOOD THE SCHOOL IS

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

What the school does well

- Standards in English and mathematics are improving and pupils of all abilities make good progress in these subjects.
- The head teacher and key staff provide very good leadership and management.
- Teaching and learning are good and are supported very well by the work of teaching assistants.
- The provision for the pupils' personal, moral and social development is very good and so pupils acquire very good attitudes to school; they behave very well and are enthusiastic. They have excellent relationships with one another and with adults in the school.
- Provision for pupils with special educational needs is very good; these pupils have access to the full curriculum and make good progress.

What could be improved

- Standards in religious education, physical education and music, while satisfactory, could be higher through more effective target setting.
- The contribution of some subject co-ordinators to the management of the curriculum.
- The provision for pupils' multi-cultural development.
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The hard work and dedication of the staff and the leadership of the head teacher and governors have ensured that the school has made good improvement since their inspection in 1998. Pupils' attainment in reading, writing and mathematics throughout the school has continued to rise. There is now no difference in attainment between boys and girls. Attainment in information and communication technology (ICT) has risen for all pupils. The quality of teaching, through the raising of teachers' expectations of what pupils can achieve, has continued to improve. The new systems for the assessment of pupils' academic achievements in English and mathematics are now used effectively to inform teachers' planning. Assessment procedures have been introduced in most other subjects but there are still ways in which this information could be used more effectively in target setting for individuals and groups of pupils. The curriculum is now well organised and all pupils are enabled to learn through a good range of practical and investigative activities. The procedures for monitoring and evaluating the impact of expenditure and initiatives on the quality of education have been improved very well.

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

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

In the national statutory tests for pupils aged seven in 2002, the proportion attaining the levels expected in reading was in line for their age nationally, and also when compared with pupils from similar backgrounds. There was little difference between the results of boys and girls. In writing pupils attained standards that were well above average when compared both nationally and with similar schools. In mathematics the results were below the national average, but were average when compared with the results for similar schools and the percentage of pupils who achieved the higher level was also in line with similar schools.

In the last two years, pupils in Key Stage 1 have reached their challenging targets in National Curriculum tests. The trend over the last three years has been one of improvement, and in line with the national trend. The targets set for 2003 are for more improvement and the school is well placed to achieve them. This continued progress is due to the teachers' careful planning, the implementation of the National Literacy and Numeracy Strategies and the good variety of learning opportunities provided. As a result, pupils of all abilities achieve well, including those with special educational needs, or with English as an additional language. Current standards in English for seven year olds are generally above average as older pupils make good progress. The standards being reached in mathematics and science are average. In ICT, art and design, and design and technology, pupils achieve standards above expectations for their age by the time they leave school. They achieve at least satisfactory standards in all other subjects of the National Curriculum. However, although standards in religious education, physical education and music are satisfactory, they could be higher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to the school. They are very enthusiastic about the school and enjoy taking part in the many activities available.
Behaviour, in and out of classrooms	Good. Pupils' behaviour is good. They move around the school in a very orderly manner and with a happy demeanour and are well behaved at all times.
Personal development and relationships	Very good. Relationships in the school are excellent and personal development is very good. Pupils respect the school property very well and are very respectful to the teachers and all staff in the school and especially to visitors.
Attendance	Unsatisfactory. Attendance is below the national average but unauthorised absences are better than the national average.

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

TEACHING AND LEARNING

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

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

The quality of teaching is good and sometimes very good. No unsatisfactory lessons were observed. This represents a considerable improvement since the inspection in 1998. Teaching in the reception classes is effective and children make a good start to their education. Teachers' knowledge and understanding of the curriculum are good throughout the school. Teachers are particularly careful to set work at the right level for pupils of differing ability in English and mathematics. They know pupils very well and work closely with teaching assistants to implement the individual education plans of pupils with special educational needs. Assistants very effectively help pupils in groups outside the classroom and within lessons. As a result, pupils with special educational needs receive very effective support and make good progress. The teaching of English and mathematics is good because teachers provide challenging tasks. Able pupils are consistently challenged in these lessons because teachers' expectations are high and well informed. As a result, these pupils achieve well. A significant strength in all lessons is the way teachers ask questions to encourage pupils and challenge their thinking and bring them all into the discussions. Pupils' responses are valued and this helps them feel good about themselves. They begin to concentrate well, work independently and listen carefully to their teachers and to each other. Lessons are consistently of a good pace. Teachers manage pupils very well, which results in the very good behaviour and good progress. They relate very well to their pupils and these excellent relationships bring warmth and purpose to lessons in all parts of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides its pupils with a broad, balanced and enriching curriculum that includes all subjects of the National Curriculum. Provision for extra-curricular activities for the older pupils is very good.
Provision for pupils with special educational needs	Very good. Teachers are sensitive to pupils' individual needs, for example when questioning or setting work. Teaching assistants work closely with teachers to ensure that tasks are carefully planned to meet pupils' needs and promote their effective inclusion in all aspects of the school's life and work.
Provision for pupils with English as an additional language	Good. Whenever necessary, teachers provide good support in lessons for pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Pupils' spiritual development is satisfactory. The provision for moral development and social development is very good. Provision is satisfactory for their cultural development although opportunities for pupils to learn about today's multi-cultural society are underdeveloped.
How well the school cares for its pupils	Good. The school cares for its pupils well and provides a safe and secure environment for them. It has good procedures for health and safety and for child protection. Monitoring of attendance is satisfactory. Procedures for promoting and monitoring personal development and good behaviour are good. The school's procedures for monitoring and assessing pupils' academic progress are satisfactory overall.

The parents have satisfactory views of the school and the work that it does. The school has good links with parents, who have a good involvement in the work of the school. The school provides parents with good information, who make a satisfactory contribution to their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher, supported well by her very able deputy, provides very good leadership. The head teacher is a very skilled teacher, with a clear, well-informed vision for the school, who leads by example.
How well the governors fulfil their responsibilities	Good. The governing body is strongly supportive of the school and rightly takes pride in the school's achievements. It fulfils its statutory duties well. Governors scrutinise and test all proposals thoroughly and help to shape the direction of the school.
The school's evaluation of its performance	Very good. The head teacher's monitoring of teaching and learning is of a high standard, detailed and very informative. The school's arrangements for analysing its performance and taking appropriate action are good and enable staff and governors to set well-judged priorities for improvement in the good school improvement plan.
The strategic use of resources	Good. All resources are being used well. The head and school administrators have very good procedures in place to ensure they acquire best value in all purchases made.

The school has a good match of teachers and support staff to teach the National Curriculum and to support all pupils. The teaching assistants make a very effective contribution to pupils' progress. The very efficient bursar makes a very good contribution to financial planning and management. The school has good policies for the training of teachers, and staff new to the school. Although the accommodation is sound overall, it has several poor features, such as the shared area for the Foundation Stage. It is very well maintained by the hard-working site supervisor. Resources for learning are good in most curriculum areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

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

The inspection team agrees with the positive views of the parents. The inspection team judges the partnership with parents is good and considers the information provided on pupils' progress is also good. The school's provision for activities outside lessons is very good, particularly so for an infant school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school their attainment is generally below that expected for their age, although this varies from year to year. Children in the reception classes make good progress in their learning as a result of effective teaching. By the time they leave the reception classes most children achieve the planned Early Learning Goals¹ in all areas. They make particularly good progress in knowledge and understanding of the world, communication, language and literacy, and physical development. The reception class teachers and support assistants work closely together in planning and assessing pupils' achievements. This helps to promote the good progress the children make.
2. In the national statutory tests for pupils aged seven in 2002, the proportion attaining the levels² expected in reading was in line with expectations for their age nationally, and in line when compared with pupils from similar backgrounds. There was little difference between the results of boys and girls. In writing pupils attained standards that were well above average when compared both nationally and with similar schools. The pupils who are on the special needs register make good progress in reading and writing and are a testament to how carefully the school now assesses their individual needs and plans appropriately.
3. In 2002 in mathematics the results in the National Curriculum tests of pupils aged seven were below the national average. They were broadly average when compared with the results for schools in similar circumstances and the percentage of pupils who achieved the higher level was also in line with similar schools. In 2002 the teacher assessments in science showed results that were in line with the national average overall and when compared with similar schools. Results of all the tests over the last three years show that there was little difference between the results of boys and girls and the overall trend is upwards at the end of Key Stage 1 and in line with the national trend of improvement.
4. The speaking and listening skills of pupils are below the level expected of their age group when they enter the school, and improve well. By the time pupils leave the school, standards in speaking and listening are in line with those expected for their age. Standards in reading and writing are at the expected levels. Pupils' attainment in all areas has shown significant improvement since the last inspection. Pupils achieve well in English as they go through the school. Pupils with special educational needs make good progress. By the time they leave more able pupils read fluently, with good levels of understanding. They use well-established knowledge of letter sounds and blends, together with understanding of the context of the passage, to read words they have not encountered before. Attainment in writing is in line with the expected levels at end of Year 2. More able pupils develop their ideas well, and start to use punctuation accurately.
5. Pupils make good progress in mathematics throughout the school, and current work by pupils is in line with standards expected by the time they leave the school at the end of Year 2. Pupils enter the school with a wide range of ability but many are below the standards expected for their age when they start in the reception classes. Given this attainment when joining the school, all pupils, including those with special educational needs, achieve well in mathematics, particularly in their use of numbers. By the age of seven, pupils increase their skills of working

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

² Pupils who achieve standards in line with expectations will reach Level 2 in the English and mathematics national tests or by teachers' assessments in science at the age of seven.

with numbers, and their understanding and use of addition, subtraction, multiplication and division. There are many opportunities for pupils to engage in practical and investigative work in mathematics.

6. Pupils make good progress in science throughout the school. By the time they reach the end of Year 2 at the age of seven, attainment is in line with expectations for their age. The school has improved standards from where they were at the time of the previous inspection. Only a small minority of pupils in the current Year 2 cohort are unlikely to achieve the expected standards in science by the end of the current year.
7. In design and technology, ICT and art and design standards achieved by pupils at the end of Year 2 are above what could be expected for their age. In geography and history pupils reach standards that are in line with those expected for their age by the time they leave school. Although pupils reach sound standards in physical education, religious education and music these could be higher if planning throughout the school was uniform and pupils were consistently challenged on an individual basis.
8. Pupils with special educational needs, whatever their level of need, make good progress in relation to their abilities. They achieve well in relation to their prior attainment and against the targets set for them in their individual education programmes. Work for all pupils matches targets set in individual education plans, and their progress is reviewed rigorously and measured against these goals each term. Very good support from classroom assistants enables pupils to complete tasks successfully and make good progress as a result. When required the school provides well for pupils with English as an additional language. Their quality of learning is good and they make good progress over their time in school, due to well-organised in-class, group and individual support.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes to the school and their behaviour is good. Relationships in the school are excellent and pupils' personal development is good. Attendance is below the national average and unauthorised absences are better than the national average. These findings are very similar to the previous inspection, except that relationships are now seen to be excellent and attendance is not as good. Parents are happy with their children's personal development and feel that behaviour is good and that the school is teaching their children to become mature and sensible.
10. The pupils are very enthusiastic about the school and enjoy taking part in the additional activities available. They move around the school in a very orderly manner and with a happy demeanour and are well behaved at all times. The outside play area is sufficient for the number of pupils and is zoned into three different areas. These are the red (active) area, the green (games) area and the blue (calm) area. The pupils, who socialise very well together, use these areas imaginatively, which helps their behaviour. The strength of relationships is particularly evident at these times and it is obvious that this is what is special about this school as the pupils relate exceptionally well with each other. This is also true of all of the staff who provide very good examples for the pupils. During the week of the inspection, the pupils showed a ready friendliness to visitors. They are very polite and respectful and offer a very warm welcome to the school.
11. In lessons, attitudes are good and the pupils are keen and eager to please the teachers. They concentrate well for long periods of time and contribute readily to the lessons. They work well independently, in groups and in pairs during lessons. These attitudes contribute considerably towards the pupils' progress and learning. There have been no exclusions during the prescribed year before the inspection but there have been two short-term fixed exclusions for the same pupil in recent months. These have been examined carefully and all procedures have been fully followed and the exclusions were fully justified.

12. Pupils show respect for others in a variety of ways. They readily listen to other pupils' views in lessons and respond positively to ideas other than their own. For example, in a religious education lesson they were encouraged to say how they felt about moving to a new school and how others might also feel. They respect the school property very well and are very respectful to the teachers and all staff in the school and especially to visitors. This contributes towards their spiritual development.
13. The pupils seem to take responsibility naturally and readily. They are taught independence from a very early stage and this can be best illustrated by the procedure on arrival in the morning. Once the doors have opened, the pupils hang their clothes on their own hook with their name on it, put their home/school bag in a pile, put their drink on a table and their sandwich box next to it. This all happens without any prompting. They then sit on the carpet quietly, ready for registration. Pupils hold open doors for others without being asked and readily tidy up the classrooms when asked to by the teacher. This considerably enhances their social development and helps the pupils' development towards being responsible individuals.
14. Attendance is unsatisfactory. Last year it was below the national average and the recent national analysis for this year, although marginally better, is still below the national average. Unauthorised absences are better than the national average. Registration procedures comply with statutory requirements. The absences are mainly due to difficulties with a few problem families. There is some lateness in the school.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is good overall. Examples of very good teaching were found in all parts of the school. The teaching seen during the inspection showed numerous strengths, many of which were common to most lessons. While there were some shortcomings in individual lessons, there were no recurrent weaknesses. This is a strong picture. This represents an improvement over the position noted at the time of the last inspection in 1998.
16. The good teaching in the reception classes is characterised by careful planning that identifies what children are expected to achieve based on their previous knowledge and skill. The way different areas of work are carefully linked together enables pupils to make good progress. The teachers' effective planning identifies what children are to learn, and all activities selected are a good preparation for when the children start the National Curriculum. The teachers clearly identify what is needed to build on what children already know. Children of all abilities are given good support and so their progress is good. Classroom organisation is good and the teachers make good use of the range of resources to achieve the Early Learning Goals for children of this age.
17. The good teaching at Key Stage 1 reflects the overall good subject knowledge across the curriculum. Day-to-day planning is good in English and mathematics and most pupils are learning at an appropriate level, despite their wide range of prior attainments. For example, in mathematics, teachers now plan a good variety of practical work, which pupils can undertake independently at their own level. Pupils of all abilities are given good support that results in their good progress. Classroom organisation is good and all activities selected are appropriate to the identified learning objectives in the plans. This is a significant improvement since the last inspection when teaching was generally satisfactory at Key Stage 1.
18. In most lessons observed in Key Stage 1, the teachers had appropriately high expectations of pupils, and class discussions were always lively and challenging. This feature of lessons is a considerable improvement on the situation at the time of the last inspection, and is a result of the very careful monitoring by the head teacher. Questions are well focused and designed to bring all pupils into the discussions. This helps them to make quick progress towards the teachers' particular aims for what pupils will learn in lessons. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the English and mathematics lessons, where literacy and numeracy skills

are taught, is generally good. Teachers lead these discussions well and introduce new ideas with care and clarity.

19. All teachers are careful to set a good example to pupils, and the most effective teaching ensures that other pupils have opportunities to share their learning with the rest of the class. Throughout the school, teachers have excellent relationships with their pupils. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively even when their behaviour is challenging, which results in consistently good behaviour.
20. The teaching of pupils with special educational needs is very good overall. All pupils identified by the school as having special educational needs have an individual plan with targets and methods to help their progress. For most of these pupils, their needs are met through teachers' planning in 'ordinary' lessons. This ensures appropriate work is set through targets that apply specifically to individual pupils. For pupils with more severe needs, small group and one-to-one teaching is arranged. The targets for these pupils are very specific and result in more focused teaching. For pupils with emotional, physical and behavioural difficulties, teaching is very good. This is because teachers and support assistants are well aware of pupils' needs and work well together to follow the advice and measures prescribed. The school makes good use of outside agencies to help with diagnosing problems and finding ways to help pupils. In the past, when required, all staff have taken responsibility well for supporting pupils with English as an additional language and the teaching has been good. Good individual targets were set to support the pupils in the initial stages of language acquisition and pupils were supported well both in class and in withdrawal groups.
21. Teachers know their pupils well, and use informal strategies to check on pupils' learning in lessons. However, in some subjects these day-to-day assessments are not always consistently used across the school to target pupils' individual needs and do not guarantee the fastest progress over time for all. The arrangements made in English work well, where pupils have individual targets that are monitored regularly, and these are being adopted for other subjects, as outlined in the school improvement plan. Groups of pupils are supported well in their classes by the teaching assistants. These assistants use a range of strategies, usually organised by the class teacher. Marking is now consistent, an improvement since the last inspection. Teachers use the school's marking scheme well and enable their pupils to understand what needs to be done to improve. The teachers of the younger pupils discuss their results rather than just writing comments in their books, and this is effective. Homework is used appropriately and effectively to support pupils' progress throughout the school.

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

22. The quality and range of learning activities and opportunities for pupils in the school are good. The school provides its pupils with a broad, balanced and enriching curriculum, which includes all subjects of the National Curriculum together with personal, social and health education, citizenship, awareness of the use and misuse of drugs, sex education and the locally agreed syllabus for religious education. The school allocates broadly adequate time for all subjects.
23. The National Literacy and Numeracy Strategies have been satisfactorily implemented and developed and are contributing to the raising of standards of pupils' achievement and attainment with an appropriate amount of time being devoted to English and mathematics. There are good opportunities for literacy and numeracy skills to be taught through other subjects although this is in its early stages. The provision for ICT is a strength of the school and is in many ways leading the way for the school to develop appropriate and effective cross-curricular links.

24. All pupils regardless of gender or ethnic background have equal access to all aspects of the curriculum. Provision for pupils with special educational needs is very good and enables these pupils to achieve well in relation to their abilities. These pupils have individual education plans based particularly on the core subjects of English, mathematics and science, and English in particular. Support for pupils with English as an additional language is good and the planning for their needs, when required, is good. As a result, pupils make the same progress as their peers.
25. Provision for personal, social and health education is very good. The school succeeds in developing excellent relationships at all levels and this creates a very positive learning environment where pupils react positively to each other and staff, showing respect and care for each other. There is a strong sense of community within the school.
26. Provision for extra-curricular activities for the older pupils is very good. There are well-attended clubs and activities including art, dance, music, sewing and computer club organised and run by staff at lunchtimes. The school makes strong efforts to introduce the pupils to a wide range of visitors such as theatre groups together with opportunities for visits that enrich their learning experiences. There are strong links with the junior school that shares the same campus. The school has a close working relationship designed to aid transition for pupils from one school to another through liaison with staff at curriculum level and visits to and from the school by staff and pupils.
27. The school's overall provision for pupils' spiritual, moral, social and cultural development is good. Pupils' spiritual development is satisfactory. A range of opportunities is provided for the pupils to reflect on their feelings and those of others. The provision for moral development and social development is very good. This is evident by the respect with which pupils listen to each other's opinions and answers during lessons observed. The school ethos, where all adults provide examples of excellent relationships and where pupils feel valued and respected, enables them to grow and flourish. The respect given to individuals and their needs makes for an inclusive atmosphere within the school. The ethos and expectations of the school ensure pupils understand clearly what is right and wrong. The learning environment is safe, supportive and caring, and the staff are developing their strategies further to encourage children to investigate and explore. Pupils' behaviour and their enthusiasm for learning are strengths of the school.
28. Provision for pupils' cultural development is satisfactory. Pupils have very good opportunities to celebrate their own culture through a variety of activities such as music and in the sewing club where they make samplers that illustrate aspects of Britain and their lives. However, there are very few instances where they can learn about the richness of the multi-cultural society that surrounds them within Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school cares for its pupils well and provides a safe and secure environment for them. It has good procedures for health and safety and for child protection. Monitoring of attendance is satisfactory. Procedures for promoting and monitoring good behaviour and eliminating oppressive behaviour are good. The school has good procedures for monitoring and promoting pupils' personal development. These findings are similar to the last inspection.
30. The school has good procedures for child protection, including measures to screen incoming Internet material, and follows them with care, sensitivity and thoroughness. The designated person is very experienced and keeps up to date by attending day conferences. Awareness amongst the staff is good. There is a comprehensive Health and Safety Policy, with which the governors are involved and this is implemented well. First aid procedures are good and were seen to work well during the inspection. Procedures for promoting and monitoring attendance are satisfactory.

31. The staff know the pupils well and provide good support and care for them during the school day. Pupils who need particular attention are very well supported during lessons and at all times whilst at school. The school has access to a wide range of outside agencies and specialists who provide guidance and support to the school. There are well-established procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour. These are consistently implemented and this makes a strong contribution to the pupils' good behaviour in the school.
32. The school has made some progress in addressing the issues of assessment that were identified as weaknesses in the last inspection. The school's procedures now for monitoring and assessing pupils' academic progress are satisfactory overall. There are good procedures for assessing what pupils know and understand and can do in English, mathematics and ICT. Teachers use statutory National Curriculum tests and a range of other school-based tests and teachers' assessments to identify the progress pupils make in those subjects. To help pupils improve their work teachers set each pupil two specific targets for English and two for mathematics each half term. They share the targets with the pupils and parents so parents can help their children. Parents can write or talk to the teachers about the progress their children are making. Teachers also include clear targets on each pupil's annual report that is given to parents. These different measures help parents to become more involved with the school and enable pupils to make greater progress. These target-setting measures are planned to be extended to all other subjects.
33. Although teachers have made some improvements in the way they use assessment information it is still undeveloped in some subjects due to this lack of target setting. Teachers do not always identify the aims for the lessons specifically enough in their planning so they are not clear what they have to assess. They do not analyse the information from assessments to identify overall strengths and weaknesses in pupils' learning to ensure that the work planned meets the needs of all. Teachers do not have regular opportunities to evaluate work with colleagues to make sure that assessments are accurate and in line with national criteria. Teachers mark work regularly and use marking well as a means of celebrating pupils' success.
34. The school cares for pupils with special educational needs very well and this caring attitude is reflected in the positive ethos of the school. Pupils know they are very well cared for and this has a positive impact on their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The parents have satisfactory views of the school and the work that it does. The school has good links with parents, who have a good involvement in the work of the school. The school provides parents with good information, who make a satisfactory contribution to their children's learning at home. This is similar to the last inspection although not as many parents help out in classrooms and the information provided for parents is better and is now good.
36. The parents who attended the pre-inspection parents' meeting were supportive of the school and made positive comments about it. The parents who responded to the questionnaire were mostly supportive but a small minority had concerns about some aspects of the school. Most parents feel that teaching is good, that the school is helping their child become a mature and responsible person and that behaviour in the school is good. They were also happy about approaching the school, think that the school expects their children to work hard and do their best, feel that their children like school, that the school is well led and managed and that their children are making good progress. The items they were unhappy with were the activities outside school, how well informed they are about their children's progress, how closely the school works with them and the amount of homework that their children receive. The inspection agrees with all of the parents' positive comments. However, the range of extra-curricular activities is very good. The inspection finds that the school works hard to improve its

partnership with parents and that they are kept well informed. Since the last inspection, the school has produced a homework policy. Inspection findings show that the use of homework is satisfactory overall.

37. The information provided for parents is good. The school has a well-presented and informative school prospectus and a good governors' annual report to parents. Annual reports for pupils are of a good standard. They tell parents what work the pupils have covered and are evaluative of their work. For English and mathematics, areas for improvement are identified and targets are set. A great many letters and newsletters are sent out to parents to keep them notified of events that have already been included in the school diary sent out to them earlier.
38. Parents are supportive of events in the school even though there is no Parent/Teacher Association. Last year they helped to raise £12,000 for the nursery covered area.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. Overall leadership and management of the school are good. There has been a good response to the key issues identified in the last inspection report. The head teacher, supported well by her very able deputy, provides very good leadership. Her role in motivating and enabling staff to focus on the diverse needs of the pupils, the way she has gained the confidence and support of the parents and governors, and the commitment of all involved to school improvement are key factors in creating this very effective school. She is a model teacher and leads by example. For instance, the quality of displays around the school is very good and is based on the outstanding display in the room shared by the head teacher and her part-time colleague.
40. All the staff work well as a team and are anxious to continue to improve the quality of teaching and learning throughout the school. The aims of the school are clearly reflected in the way the whole school community cares for each other and especially the pupils. The aims focus on raising standards and pupils' achievements irrespective of their ability, gender, background or culture. The recognition of achievement, the effective use of praise and the boosting of self-esteem make a strong contribution to the very good attitudes and good behaviour of the pupils. The school's commitment to inclusion is very good, ensuring that all pupils, including those with special educational needs and those for whom English is an additional language, are fully included in all activities.
41. The day-to-day management of the school is satisfactory. A senior management team consisting of the head teacher, deputy head and year group co-ordinators meet regularly to review whole school issues. All subjects are led by individual co-ordinators. Whilst time is allowed for the co-ordinators to monitor the progress pupils make in their subjects, the practice is inconsistent. Consequently not all co-ordinators have a sufficiently clear and detailed view of the strengths and weaknesses in each subject and are, therefore, unable to help their colleagues as much as possible. The head teacher has recognised the need to improve the procedures for monitoring teaching and plans for change are detailed in the school improvement plan.
42. The deputy head teacher is the co-ordinator for special educational needs and provides very good leadership, and manages the provision for these pupils very well. She has introduced systems that ensure that pupils' progress is tracked and that action is taken to meet identified needs as and when necessary. She liaises well with support services from the local authority, which offer good support, and also with parents who are kept very well informed, both by the co-ordinator and the pupil's class teacher. Currently, the arrangement that exists for her to monitor the teaching of pupils with special educational needs, for managing the considerable amount of paperwork and arranging to meet visiting specialists and parents, relies on her using much of her own time and is barely satisfactory. The school is committed to the inclusion and integration of pupils with English as an additional language in all school activities. Where there are pupils on the English as an additional language register they are given

support in literacy and numeracy, where teaching is specifically planned according to their individual needs.

43. All staff and governors work well together in reviewing the school improvement plan and establishing priorities for the year ahead. The performance management process has been embraced by the school as a tool to improve the quality of teaching and learning and is linked to well-planned in-service training. The training of all teaching assistants is a high priority and the school ensures that they all attend relevant courses.
44. Governors are very committed and supportive of the school and carry out their statutory duties well. Many have a curriculum portfolio and make regular visits to the school. These visits and detailed reports and analysis of data by the head teacher keep the governors well informed and they have a very clear idea of the strengths and weaknesses of the school and what is needed to take it forward. Governors regularly discuss longer-term needs and aspirations for the school as their role in strategic planning has improved. The outcomes of these discussions are recorded as longer-term objectives and help the head teacher to produce a longer-term plan.
45. The quality of financial planning and management is very good; the contribution of the very efficient bursar and the effective use of ICT make a very good contribution to this. Very good use is also made of specific grants. For example, one outcome is the large number of learning support assistants employed, who have a very positive impact on teaching and learning throughout the school. Spending is carefully evaluated to maximise the impact on pupils' learning and only a modest surplus is carried forward from year to year. Principles of best value are applied well and all concerned, head teacher, bursar and governors, are anxious that these principles are consistently applied.
46. A good number of teaching and support staff make the best of the satisfactory range of resources available. Teachers work to their strengths and the head teacher is responsive to staff initiatives such as supporting and encouraging the rich programme of educational visits undertaken. The teaching assistants are well trained and committed and all offer very effective support for pupils' learning, including those with special educational needs, English as an additional language and children in the Foundation Stage. The site supervisor is a full and valued member of the team and is fully involved in many school activities.
47. The accommodation is satisfactory overall and includes a large hall and two temporary classrooms. There is a small computer suite that is used well. However, there are several areas that are unsatisfactory. For instance, the area that is currently being used by the reception classes is very large, but broken up by walls such that there is no one space for all the children to sit at tables together. That children use this area very sensibly reflects the well-established routines and high standard of personal and social development. However, time is lost and classes disturbed when other classes pass through to go out to play or to use the hall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to improve further, the head teacher, staff and governors should

- 1) Further raise standards of achievement in religious education, physical education and music by:
 - a) ensuring that there is clear planning in schemes of work to cover all learning requirements and to identify clear criteria against which pupils' achievements can be assessed;
 - b) enabling teachers and subject co-ordinators to make careful use of all assessments made, particularly day-to-day checks on progress in lessons, to ensure that they match tasks to pupils' existing knowledge and set targets that focus on their individual needs.

Paragraphs 21, 32, 33, 34, 80, 89, 92, 107, 117

- 2) Develop the role of the subject co-ordinators so they can contribute more fully to the management of the curriculum, by:
 - (a) ensuring all co-ordinators monitor teachers' medium and short-term planning and have opportunities to monitor and support teaching and learning in the subjects for which they are responsible;
 - (b) extending their opportunities to scrutinise pupils' work across the school;
 - (c) providing opportunities for them to lead and manage developments in their subjects;
 - (d) extending their responsibilities for tracking pupils' progress in their subjects.

Paragraphs 43, 51, 81, 93, 100, 107, 117

- 3) Ensure that pupils gain a clear understanding of the multi-cultural nature of society through incorporating and emphasising these aspects in the written guidance for all subjects.

Paragraphs 28, 85, 106

- 4) Improve the level of attendance by:

- a) working with parents to reduce the level of authorised absences;
- b) providing incentives for pupils with poor attendance.

Paragraphs 14, 29

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	32	12	0	0	0
Percentage	0	15	62	23	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 over two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	261
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.2	School data	0.2
National comparative data	5.4	National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	44	29	73

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	44	41
	Girls	24	29	27
	Total	63	73	68
Percentage of pupils at NC level 2 or above	School	86 (97)	100 (99)	93 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	43	42	42
	Girls	29	27	27
	Total	72	69	69
Percentage of pupils at NC level 2 or above	School	99 (99)	95 (100)	95 (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	154	0	0
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	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	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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)	9.6
Number of pupils per qualified teacher	27
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	11
Total aggregate hours worked per week	229

Financial information

Financial year	2002/2003
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	£
Total income	515100
Total expenditure	487340
Expenditure per pupil	2060
Balance brought forward from previous year	40840
Balance carried forward to next year	68600

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	0	2
My child is making good progress in school.	58	38	2	0	3
Behaviour in the school is good.	62	36	0	0	2
My child gets the right amount of work to do at home.	47	38	11	0	5
The teaching is good.	70	29	0	0	2
I am kept well informed about how my child is getting on.	53	33	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	21	5	0	0
The school expects my child to work hard and achieve his or her best.	67	32	2	0	0
The school works closely with parents.	50	39	8	3	0
The school is well led and managed.	61	38	2	0	0
The school is helping my child become mature and responsible.	64	35	0	0	2
The school provides an interesting range of activities outside lessons.	29	32	14	6	20

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

49. Children enter the reception classes in the September after their fourth birthday. Their attainment on entry varies from year to year, but is below average overall in all areas of learning except their physical development. However, they make good progress and attain the goals identified for their age in all areas of learning and sometimes exceed them in their personal and social development. This is because overall teaching is good and teachers have excellent relationships with the children. There is very effective teamwork by all the adults working in the reception classes. They have high expectations of the children, but also target extra support for children who have special educational needs so they make particularly good progress. The strengths of the provision for children in the Foundation Stage have been maintained since the last inspection.
50. Provision for outdoor play and opportunities for child-initiated explorations, weaknesses identified in the last inspection, are improving. Children now have regular planned access to the new covered area to extend their physical development. They are also able to choose from a range of activities, such as sand, water, modelling and construction materials or small world toys, to help extend their imaginations and observational skills. However, the accommodation is unsatisfactory, with one class, in particular, working across a large area with no space for all the children to sit at tables together. That children use this area very sensibly reflects the well-established routines and high standard of personal and social development. However, time is lost and classes disturbed when other classes pass through to go out to play or to use the hall. Although teachers use the national guidance, their planning is very brief and does not clearly identify what children are to learn. Although the teachers know the children very well, they do not always use this knowledge to plan work to meet the children's different needs.
51. The team leader is enthusiastic and keen to develop the new initiatives for next year when the nursery will be part of the school. However, she has no opportunities to evaluate the work of the Foundation Stage or monitor teaching in order to effect improvements.

Personal, social and emotional development

52. Good teaching in this area of learning enables children to attain high standards and become confident and independent. Excellent relationships between all the adults and children and effectively established routines create the right atmosphere for children to work and play happily together. When they are given opportunities to select independent activities, which is not on a regular basis, the children choose confidently and concentrate well for extended periods of time. They choose to create models and pictures of 'aliens', play in the Indian restaurant or use programs on the computer. Praise and clear expectations of behaviour ensure children listen carefully to their teachers and each other and behave well. For example, they walk to the hall quietly and sensibly. Teachers create a secure environment where children feel comfortable discussing their feelings about moving to a new class, for example. Children dress and undress themselves independently. They share well, when for example building space ships from construction bricks, and show respect for each other through their politeness. They respond quickly to teachers' instructions to tidy up at the end of lessons, doing so effectively and quickly.

Communication, language and literacy

53. The children make good progress in this area of learning because the teaching is good. A wide range of opportunities and time to speak in front of the class give children confidence to answer questions and explain their learning. They speak clearly and audibly, adding detail to their answers with encouragement, so they are articulate speakers by the time they start in

Year 1. Teachers have high expectations so children quickly begin to read and write familiar words. Clear activities, well-used resources and challenging tasks ensure children use the sounds of letters to read and write. They are eager to read simple stories, using letter sounds to read unfamiliar words, and talk enthusiastically about the story and pictures. They begin to understand the difference between stories and information books and some more able children explain the 'contents' page. Many opportunities to read with adults contribute to the children's good progress. Good examples of handwriting by the adults and effective teaching help to develop children's handwriting skills well. Children use pencils correctly and form clear, recognisable letters. They attempt to spell unknown words using letter sounds or word cards, and are beginning to use capital letters and full stops. Children enjoy writing and extend their skills through opportunities to write in real and imaginary situations, such as writing 'thank you' cards or taking messages in the 'doctor's surgery'. This enables them to see the value of writing and to attain high standards. Although some activities clearly link to skills in communication, language and literacy, opportunities to extend the learning of higher attaining children are sometimes missed.

Mathematical development

54. Children enjoy mathematics and make good progress through good teaching. Children attain the standards expected for their age by the end of the reception year. Interesting activities, such as playing games on the playground 'railway track' or hopscotch, help children recognise numerals, discover how many more are needed to make a number, and investigate ways of making numbers up to ten. Good use of questioning and reinforcement of mathematical vocabulary, such as, "How many more spaces do you need?" or "How many ways can we use to make six?" ensure children understand and use the correct language to describe their ideas and knowledge. They count reliably to ten and use words like cube, cuboid, triangle, circle and cylinder when describing shape. Children work independently on tasks, because of the high expectations of behaviour and good relationships. They add and subtract with cubes, build models using different shapes and make simple repeating patterns. Teachers use the time at the end of sessions to share learning and at times to set challenges. However, when teachers occasionally miss opportunities to expand on children's explanations, learning is not as good as it could be. For example, children's recording of patterns on the board was not made clear to the other children.

Knowledge and understanding of the world

55. An interesting range of activities and other experiences, along with sound teaching, ensure children attain the goals identified for their age in this area of learning. Teachers plan activities for all children to experience that extend their knowledge and understanding of the world. For example, they use dye in ice-cubes so that the children can see the ice melting when the cubes are put in water. Probing questioning encourages the children to use their curiosity and investigate, so they respond with, "It's melting. It's become water." Children have opportunities to share their work, which encourages them to explain their ideas. Visits around the school and surrounding areas develop children's observational skills. They discuss the changes that have taken place around the school, such as the playground and the new mobile classroom, and consider the changes that have happened to themselves since starting school. Children are enthusiastic about learning and choose activities independently, working on them with concentration. Good organisation and use of adults provide opportunities for children to explore and investigate the living world. For example, they plant sunflower seeds and observe and record their growth. They have a secure understanding of technology through regular use of computers. They use the keyboard and mouse confidently when using computer programs to support their learning.

Physical development

56. Children make sound progress with their physical development because they have regular opportunities to use the outdoor area and planned lessons in the hall. Teaching is satisfactory. Good reminders of safety ensure children use apparatus safely and with control. They climb up and through apparatus, swing on and climb ropes and balance on beams very well. Careful adult supervision and interventions develop children's skills soundly and build their confidence. Excellent relationships and high expectations of behaviour ensure the children use the apparatus sensibly and co-operate with others. However, when occasionally children have too few challenges to extend their physical development, learning is not as good as it could be. Effective questioning, such as, "What did you like?" and "What was he/she doing?" enable children to evaluate their own and other children's actions, when moving to music for example. Outside, children ride wheeled toys without bumping and experiment with large and small equipment in their own games.

Creative development

57. Good teaching enables children to make good progress in this area of learning and so standards are sound by the time they transfer to Year 1. Clear explanations and good deployment of other adults ensure children explore colour, shape and texture to make models and pictures. For example, they mould clay to make tiles and mix paints to colour them. They select from a range of materials, to create collages of aliens, for example. Good use of resources, such as the role-play area, musical instruments and music, ensure children recognise and explore sounds and use their imaginations. For example, they act as waiters and customers in the 'Indian restaurant', and choose instruments to accompany their singing of the 'Music man'. They move well to music when imagining they are aliens and sing songs with gusto.

ENGLISH

58. At the end of Year 2 pupils' attainment in English is in line with what is expected of pupils of their age. Overall, pupils make good progress and pupils with special educational needs make very good progress. The school has improved the standards since the last inspection.
59. By the end of Year 2 pupils' attainment in speaking and listening is in line with national expectations. Throughout the school pupils listen very carefully to their teachers and to other pupils and as a result know what they have to do. Teachers provide good opportunities for pupils to ask and answer questions and pupils do this very confidently. Pupils talk clearly about their experiences and their work. For example, Year 1 pupils talked confidently about how the Victorians lived and explained the main events of the Christmas story. They talk about the books they read, say which they prefer and can re-tell the stories they have read in a lot of detail. They talked about their families and pets. A pupil talked about his dog saying, "His name is Jake. He barks when someone comes in." In a Year 2 lesson the pupils confidently explain their feelings about visiting the junior school. For example, one pupil said, "I feel really happy because my friends will be with me to look after me." Year 2 pupils talked about the work they have completed in their religious education lessons and a pupil explained in detail what the Jewish people do on Shabbat and that Jewish people "pray at the Wailing Wall in Jerusalem."
60. At the end of Year 2 pupils' attainment in reading is in line with what is expected of pupils of their age. Pupils in Year 1 and Year 2 enjoy reading, are very interested in books and handle them carefully. Teachers and support staff help them to choose their books from the school library and some pupils buy books from the school bookshop. Some Year 2 pupils explained that they look at the 'blurb' at the back of the book or read the first few pages before choosing a book. Pupils talk about the characters in the books and say why they like books. For example, a Year 2 pupil said he liked a book about monsters because "I like being scared". Pupils can explain what happens in a story and what the main characters do. Most pupils in

Year 1 and Year 2 know the terms author, illustrator, fiction and non-fiction. A Year 2 pupil said a non-fiction book has information in it and has an index and contents page that “tell you about where to find things”, and then demonstrated how to use the contents page to find information. When pupils cannot read a word they sound out individual letters or groups of letters or use the pictures or the meaning of the rest of the sentence to work out what the word is. By the end of Year 2, more able pupils can read fluently and use plenty of expression. They can read words such as ‘favourite’, ‘building’ and ‘chimney’ and use ‘voices’ for different characters when they read a story. Pupils with special educational needs make very good progress because teachers and support staff give them the additional help they need. Although parents support their children’s reading at home, teachers do not use the home-school reading books consistently and so some opportunities for pupils to progress are being missed.

61. At the end of Year 2 pupils’ attainment in writing is in line with national expectations although there are a few examples of writing that are above the levels expected for pupils of that age. Teachers give the pupils in Year 1 and Year 2 some good opportunities to write in different ways. For example, in Year 1 pupils wrote an investigation about the conditions seeds need to grow and stories about a character in a story they had read. When they write poems they show that they know about rhyming words, rhythm and verses. Year 2 pupils write about what they have been doing, make up their own stories, re-tell familiar stories and write descriptions. Pupils know that they have to think about their work before they start writing. In one of the most effective lessons the teacher gave the pupils in Year 2 good opportunities to talk about their memories before writing them down. Some Year 2 pupils include adjectives and phrases such as “before your very eyes” in their stories to make them more interesting. There are some examples of pupils in Year 1 and 2 writing information, showing that they know how it differs from their story writing. For example, when pupils in Year 2 wrote instructions for playing tennis they organised the information clearly and included labelled diagrams. By the end of Year 2 most pupils use capital letters and full stops correctly. They can spell some familiar words correctly and “use the sounds” well to write other words such as ‘chocolate’ (chocolate), ‘tresur’ (treasure) and ‘echevment’ (achievement). They can find words quickly in a dictionary or wordbook. The standard of handwriting is consistently good and most Year 2 pupils join their letters. Pupils are proud of their work and take care to present it neatly. Teachers mark pupils’ work frequently, and their comments praise the efforts that pupils make, but teachers do not always write comments to help pupils improve their work.
62. Pupils with special educational needs make very good progress because teachers plan the work carefully. Teachers know what the pupils find difficult and set them tasks that they can do. Teachers and support staff give the pupils plenty of additional help. Support assistants make sure that the pupils they work with can take part in all the lesson by talking to them and, for example, in a Year 1 lesson, by helping the pupils to read the sentences and write down the answers.
63. Overall, teaching is good throughout the school. Teachers are hardworking and enthusiastic and know what they have to teach. They use to good effect the guidance in the National Literacy Strategy when they plan their lessons. They have excellent relationships with the pupils and regularly praise and encourage them. As a result, pupils listen to their teachers and work hard. Pupils behave well in lessons whether they are working with a teacher, member of the support staff or other pupils. They try their best and enjoy their work in English because they like their teachers and the work they have to do. The most effective lessons are lively and interesting. Teachers plan work that is just at the right level for the pupils, but challenging enough to make sure all pupils learn and make the best possible progress. Teachers ask probing questions to find out what pupils know and to challenge them to think more about their work. At the beginning of the lesson they explain to pupils what they have to learn and check at the end of the lesson what pupils have learnt.
64. Teachers give pupils some good opportunities for developing their literacy skills in other subjects. For example, in a Year 1 history lesson pupils develop their writing skills when they write labels for the Victorian objects in the classroom. In a religious education lesson about

Judaism, Year 2 pupils wrote their own rules on a scroll. In geography they write about the changes they would like to improve their playground, and in science lessons they write about animals' habitats. Pupils use the computers in the computer suite regularly. For example, Year 2 pupils used the computers to write a joke, and then used a graphics program to illustrate their work.

65. There is a good range of fiction and non-fiction books in the library. They are well organised so pupils can find some of the books themselves. The good range of books from the graded reading scheme and other reading books are well organised and in good condition so pupils want to read them. There are a limited number of non-fiction books at present but the co-ordinator has plans to purchase more. However, there are very few story or rhyme books from non-European cultures and this is an area that is not yet resourced well enough. The hard-working co-ordinator provides sound leadership and management and supports teachers well. She looks at the work the pupils do, and she and the head teacher assess the level of pupils' writing regularly. The co-ordinator knows the strengths and weaknesses in the subject and has clear plans to raise standards further.

MATHEMATICS

66. By the end of Year 2, pupils are achieving standards that are broadly in line with national expectations for their age. Pupils with special educational needs make good progress against the targets set for them in their individual learning plans because they are supported well.
67. The curriculum for mathematics is sound and the school has adapted the National Numeracy Strategy into its planning in a manner that incorporates the teaching and learning philosophy of the school and numeracy is taught appropriately across the curriculum. Generally all areas of the mathematical curriculum are covered well and the school has used analysis of test results to highlight aspects that would benefit from further time and attention. The school has successfully focused increased attention on developing pupil's investigative skills since the last inspection. This has resulted in pupils displaying good levels of confidence and enthusiasm for this aspect of their learning. Appropriate opportunities are taken to use ICT to support pupils' learning, particularly in data handling and producing block graphs and pictograms to aid them in presenting, communicating and analysing data they have collected.
68. In both Year 1 and Year 2 lessons begin promptly with regular mental mathematics activities. Pupils clearly enjoy these sessions and respond enthusiastically. The excellent relationship between staff and pupils enables the pupils to gain confidence from these sessions and develop a good range of strategies, which they use well when making mental calculations. Year 1 and 2 pupils can explain clearly and articulately how they arrive at their answers. These mental 'quick-fire' activities increase in difficulty and challenge as pupils progress through the school and play a large part in developing, reinforcing and testing pupils' skills, knowledge and understanding. Clear progress is evident from Year 1 to Year 2. In a few lessons, the mental arithmetic sessions occasionally lacked some pace and teachers did not have high enough expectations of a speedy response from pupils. Pupils with special education needs were well supported by the teaching assistants during these sessions.
69. By the end of Year 1 the majority of pupils read numbers to 20 well and can identify odd and even numbers. Higher attaining pupils work with numbers to 50 and can identify the missing symbols, such as + or −, in number problems. They carry out addition and subtraction operations confidently and accurately. They understand how many ways a number can be made and are quick and confident in giving more than one answer. The school has developed sound opportunities for pupils to use their mathematical skills in other areas of work; for example, pupils collected information on their favourite sandwich fillings as part of their healthy eating programme. This information was then presented in block graphs and pupils were able to explain what the columns and numbers meant, showing how many like each filling and which is the most and least popular.

70. Pupils in Year 2 display sound strategies for counting on in twos, threes, fours, fives and tens. They demonstrate a good understanding of place value and know the value of each digit in two and three-digit numbers. For example they understand confidently that 85 is made up of eight tens and five units. This knowledge is used accurately when adding numbers that have both tens and units. Pupils understand place value beyond 100 and the higher attaining pupils can halve and double numbers quickly and accurately. Pupils can handle and work accurately with money and are conversant with recognition of basic hour and half hours on the clock. Pupils talked with enjoyment of a recent homework investigation where they had to use their understanding of addition, subtraction, multiplication and division to create sums using the numbers on a car number plate.
71. Recording of work in mathematics is generally very neat and is usually dated although rarely headed indicating the focus for the lesson. Marking is mostly congratulatory with some examples of evaluation and comments that promote learning. Reports to parents do contain targets for pupil learning but these are generally part of group targets.
72. Overall the quality of teaching is good. Teachers' weekly planning is clear and linked to the school strategy. Planning is effective because it is done co-operatively within each year group team, which enables equality of access and provision for pupils in the parallel classes. Teachers displayed good subject knowledge and taught with confidence and enthusiasm. This was reflected in the pupils' responses, which were never less than good; they concentrated well, enjoyed their learning, made good progress and were well behaved. Activities are appropriate and the use of open-ended challenges and investigations allows the more able to continue to work at levels appropriate to their ability. Teachers use questioning techniques well to assess and develop pupils' understanding and change their questions according to pupils' abilities. The teachers ask pupils to discuss their methods and justify their answers and the pupils are pleased to do so, showing they have a range of strategies they use with confidence. The relationship between staff and pupils is excellent, creating a learning environment where pupils are enabled to learn with confidence and enthusiasm.
73. The subject is led and managed satisfactorily. Currently, this is within each year group team and the co-ordination across the teams is effective in ensuring continuity and progression of learning. The current Year 2 co-ordinator takes overall responsibility for leading mathematics across the school from September when the scheme of work is due to be reviewed and updated as identified in the school improvement plan. This is to enable staff to focus lesson aims closely to National Curriculum levels when planning together, with further assessment procedures that will assist with individual target setting for pupils.

SCIENCE

74. The attainment of pupils in science at the end of Year 2 is in line with expectations for their age. Pupils have satisfactory skills in considering the evidence arising from investigations and experiments they have carried out and can draw simple and valid conclusions. Their knowledge and understanding of scientific ideas are also in line with those expected for their age.
75. Higher attaining pupils are now being challenged well and as a result a greater number are achieving above average work by the end of Year 2. This has been achieved by finalising a new policy, providing opportunities for pupils to work in different ability groups and by providing more interactive activities.
76. Pupils complete a number of scientific investigations throughout the year with good support to carry them out. They become familiar with the four steps of an investigation and teachers help them to decide what it is they want to find out and how they will do it. Considerable help is provided so pupils know how they can record and explain what they have found out. For example, Year 2 pupils had previously carried out an experiment to find out the hottest part of the classroom. They all did this by putting ice cubes in different parts of the room to find out

where they melted the fastest. Pupils are encouraged to become independent in their learning and opportunities are provided for pupils to record the results in their own way. In addition, there are now many opportunities for pupils to participate in scientific investigations so that they can learn about different ideas at first hand.

77. By the end of Year 2, pupils are able to classify food into different groups such as meat, fruit and vegetables. They can also sort animals successfully, according to one of two selected categories. For example, pupils can sort animals according to whether they have horns or not and produce a block graph of the results. This provides good experience for understanding how animals and plants are classified. They can also construct an electrical circuit using wires, batteries and bulbs, as well as describe some of the forces that are operating when a person moves forward on a skate-board. Year 1 pupils are developing a satisfactory understanding of how sound is made in many ways and that it has many sources. They also understand that when the source gets further away the sound gets fainter.
78. The quality of teaching is good. Planning is sound and the aims of lessons are shared with the pupils at the start of each session, enabling them to focus clearly on what they are expected to know, do or understand by the end. Instructions given by teachers are clear and enable pupils to know exactly what they are expected to do and this contributes positively to the pupils' productivity and pace of working because there is no time wasted on the clarification of the tasks. There is a good rapport between teachers and different classes, which promotes a good sense of security and a calm atmosphere in the classroom that results from well-behaved pupils. Teachers deploy classroom assistants very effectively to support pupils' learning. Good teamwork enables a consistent approach to pupils' learning when they work in small groups during lessons. Teachers assess pupils' attainments in science accurately in order to use the information to plan future lessons. This means the needs of the pupils are fully met and they make maximum progress.
79. The leadership and management of the subject are sound. The head teacher, rather than the science co-ordinator, has monitored the teaching of science lessons, to improve the quality of teaching and to make sure that the required coverage of the science curriculum is being carried out. Feedback about the strengths and weaknesses of the lessons is given in order to show teachers how they might further improve their lesson.

ART AND DESIGN

80. The lessons seen and the collection of pupils' work and sketchbooks show the school's present emphasis on the development of skills. Throughout the school pupils are developing their understanding and use of different art and design skills and media, and often achieving standards above those expected for their age.
81. Teachers plan the work thoroughly, making use of their new policy and national guidance to ensure skills are developed systematically. Pupils in Year 1 used small pieces of tissue paper to explore and create shades of green, blue and purple when creating a tile for the class collage. They successfully explore printing techniques using their hands and fingers to create patterns. They have applied their knowledge well to a collage of a spring flower. They placed the pieces carefully to intensify the colour by overlapping the petals. In their sketching and drawing, pupils use pencils and pastels well. Their drawings show good qualities of shape and increasing attention to detail. The Victorian artefact drawings in Year 1 are particularly skilful and show a level of maturity far beyond expectations of their age. There are very good links with ICT for pupils to plan and modify different forms of art work.
82. The quality of teaching is good. Pupils enjoy themselves. Lessons are well planned and build on the work of previous sessions. By the end of Year 2, pupils' work on two-dimensional designs that they plan to print shows good development of thinking and skills. Pupils made good progress in their ability to identify ways of improving their work as a result of the teacher's very good emphasis on evaluation.

83. The leadership and management of the subject are good. The school is committed to improving the quality of the art and design curriculum and the quality of teaching by reviewing its plans to meet the specific needs of the school over the course of the current term. Since the last inspection, teachers have attended training to improve their own skills and understanding of art and design. This has enabled them to establish art and design well and provide pupils with an appropriate range of experiences. However, although the school is now following a structured programme of work, it includes very few opportunities to make pupils aware of non-European art.

DESIGN AND TECHNOLOGY

84. Teachers' planning confirms that the subject is well established in the curriculum for all classes. The work seen indicates that pupils across the school make good progress in the development of their skills, knowledge and understanding and that standards are similar to those of the last inspection. By the end of Year 2, pupils achieve standards that are above those expected for their age.
85. Pupils experience a suitable range of practical tasks, materials and techniques. They use pictures and words to explain their ideas and designs and to evaluate their work. Pupils develop good skills in cutting and shaping materials and use a variety of ways to assemble the different parts. They investigate different ideas before designing and making the final product. For example, they have built vehicles from a variety of materials, and two-dimensional versions with moving wheels attached by paper fasteners. Their model vehicles are well designed and made. Pupils used their skills of measuring and drawing to cut axles to size. All models rolled along successfully. Much thought had gone into the design of their vehicles.
86. The quality of teaching is good. Planning for pupils' learning is good and systematically builds their knowledge, skills and understanding. Teachers make good use of resources to stimulate pupils' interest. There is a good balance between direct teaching and pupils exploring and finding out things for themselves. For example, all pupils had experience of making a glove puppet that was to illustrate a story they had read in their geography topic. The opportunity for pupils to work in pairs and groups contributes to their social development, as they learn to take turns and discuss their findings and ideas. Teachers closely monitor pupils' work and provide good support for all pupils. Pupils who have special needs or require extra help are well supported by learning support staff. As a result these pupils grow in confidence and make good progress in their work.
87. The design and technology co-ordinator manages and leads the development of the subject effectively. She has rewritten the school policy and improved the range of resources and tools since the last inspection. The curriculum guidelines provide good support for teachers. The co-ordinator has developed sets of resources for each of the units of work. This ensures that both teachers and pupils have the right tools and materials for the work. Assessment is developing and the co-ordinator monitors standards through the very good displays of pupils' work.

GEOGRAPHY AND HISTORY

88. These subjects are taught together, or alongside each other, so pupils begin to understand what places and people are like now and how things change. Pupils' past work and current lessons show average standards by the end of Year 2 in both subjects. This remains the same as at the time of the last inspection. The newly implemented policies and curriculum plans ensure pupils experience a broad curriculum and there is an indication that standards are rising.
89. In Year 1, pupils investigate homes now and in the past. Walks round the local area enable pupils to identify different types of houses and who might live there. They look at modern

appliances and compare them with kitchens from the past. They learn to investigate for information to write leaflets about different countries, and they observe closely when drawing artefacts from the past. Listening to elderly people from the area helps pupils understand how lifestyles change. Year 2 pupils develop these skills by devising questions to research about another country or make simple surveys. They accurately identify features of an imaginary Scottish island and extend mapping skills by drawing the island and marking the types of transport used there. They investigate litter in the school grounds and discuss sensible ways to improve the environment. In history, Year 2 pupils retell correctly stories of people from the past, such as Guy Fawkes and Louis Pasteur. They compare life today with the past by asking and finding answers to questions such as, "What was it like on the beach then?" and "What was it like in a bathing machine?" They begin to identify the changes in how people look by comparing clothes and other simple artefacts.

90. From the few lessons seen, discussion with pupils and scrutiny of their past work, the quality of teaching is good. Through careful guidance, teachers encourage pupils to ask questions when looking at pictures and artefacts or talking to visitors. In both subjects, teachers use resources well, such as travel brochures or historical artefacts, to stimulate pupils' interest and enthusiasm. They ensure pupils gain a good range of skills, particularly in observing and discussing first-hand evidence. Pupils have good opportunities to develop research skills through reading and using the Internet. For example, they research information for planning holidays and preparing a presentation for a 'travel programme'. Good use of the skills of classroom assistants ensures all pupils, including those with special educational needs, take a full part in lessons. Excellent relationships with pupils ensure that they behave well and concentrate hard on their tasks. Although teachers know the pupils well, planning is often brief and does not always show what teachers want different pupils to learn and how the assessment of pupils' achievements enables them to progress further and this is having an impact on the standards being reached.
91. The effective co-ordinators have worked hard to revise and implement the new policies and schemes of work. However, they are unable to evaluate their impact on teaching or learning, as they do not have time to monitor these throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

92. By the end of Year 2 pupils are exceeding the standards expected nationally and this is the same as at the time of the last inspection. All pupils including those with special educational needs make good progress. There is no significant difference in the progress and achievements of boys and girls.
93. The strengths of ICT in the school are the links being made to other subjects and aspects of the pupils' learning. Also the deployment of a very capable teaching assistant to work with small groups of pupils within the computer suite is a strength.
94. Pupils use word processing well to support their work in literacy and religious education, drawing software to develop work in art and design, mathematics and geography and both in design and technology and history. Pupils are confident in creating pictures to illustrate a piece of written work, saving this and inserting it into the text, together with resizing it and highlighting text to change size and font. There are some excellent examples of pupils' work related to the work of artists such as Mondrian and Kandinsky.
95. The deployment of a very skilled teaching assistant based in the computer suite is effective in enabling pupils to be timetabled for 40 minutes each week to work in small groups on developing their ICT skills and understanding and applying them across the curriculum. The provision of additional computers in classrooms further supports this good progress; the recent purchase of an interactive whiteboard and multi-media projector will enable pupils and staff to further develop and integrate ICT within the curriculum.

96. Pupils talk with confidence and enthusiasm of their work and experiences in this subject and are able to justify its usage and appropriateness. One Year 2 pupil said, "I am able to correct work more easily on the computer" and another suggested, "Sometimes it is quicker to use pencil and paper; it all depends on what I want to do". Pupils behave well and show respect for the equipment provided by the school. The excellent relationships that exist between staff and pupils enable good progress to be made through creating a learning environment where pupils feel their work and efforts are respected and valued.
97. The co-ordinator is effective in managing and leading the subject. The joint planning across parallel classes, based on national guidelines, within each year group unit together with the effective deployment of the ICT teaching assistant enables equality of access and opportunity for all pupils in Years 1 and 2. Pupils' progress is recorded, where those who exceed or fail to meet the intended learning objectives are identified.
98. Teachers are completing a programme of training in ICT and their skills and confidence are evident in planning and displays within and around the school. The curriculum is monitored through planning and informal discussion, advice and support, though not at present through the systematic monitoring of the quality of teaching.

MUSIC

99. By the end of Year 2 pupils' attainment in music is in line with national expectations. The school has maintained the standards since the last inspection. Throughout the school pupils make good progress and those with special educational needs make very good progress. By the end of Year 2 pupils sing a wide variety of songs tunefully and with obvious enjoyment. They can dance and sing in time to the music. They make their own tunes, using a variety of instruments and use symbols to write down their tunes.
100. Pupils in Year 1 are good at using their voices and playing instruments in different ways. For example, in a good lesson the Year 1 class pupils worked in four groups chanting the names of different countries and most could sustain their own rhythm whilst the other groups chanted. They recognise and explain ways in which sounds can be changed. They recognised high and low sounds and sang high and low when the teacher raised and lowered her arms. They played high and low sounds on chime bars and a xylophone. Pupils throughout the school sing a variety of songs tunefully and maintain the rhythm well. They enjoy singing and always join in enthusiastically. Teachers make good links between music and other subjects. For example, in a science lesson the teacher gave the Year 2 pupils good opportunities to experiment with making sounds in different ways as they sorted instruments. One pupil discovered that when he banged a spoon on the table it made a higher sound than when he banged a ruler, and when he plucked a thin elastic band it made a different sound from a thick elastic band.
101. By the end of Year 2 pupils know the words of a variety of songs and sing tunefully. During the rehearsal for the Year 2 concert pupils sang enthusiastically and clapped in time to the music whilst others danced. Some of the pupils can play a tune of two or three notes on the recorder to follow the taped music and can stop, listen to the recorded music, and join in playing again. Pupils can identify instruments suitable for different sounds and record their own tunes. For example, pupils composing a tune about the weather chose cymbals for thunder and claves for hailstones. They made the sound of leaves rustling on a tambourine and the sound of the wind whistling on a recorder. They chose symbols to write this music showing when the different instruments are played and when they are silent. They enjoy listening to music and teachers encourage them to think about how it makes them feel.
102. Overall, teaching is good. In the most effective lessons teachers explain to pupils what they will learn and check what they learn during the lessons. They use good questions to challenge pupils to think more about their work. For example, in a Year 2 lesson in which pupils composed their own tunes, the teacher asked a group of pupils "Which sounds will you be continuing the whole time and which will be now and again? How will you show this?"

Teachers explain the work clearly so pupils know what they have to do and no time is wasted. Teachers are very enthusiastic and make the lessons interesting so all the pupils join in. For example, in a Year 1 singing lesson the teacher's confidence and enthusiasm inspired the pupils to sing with great enjoyment. They give pupils good opportunities to experiment with making sounds with their voices and with instruments. Teachers praise pupils who work well so all pupils work very hard and want to do well. All pupils behave well and enjoy their lessons because they like their teachers and find the work exciting.

103. Teachers provide pupils throughout the school with good opportunities to sing and play instruments in front of the other pupils and adults in the school. Pupils also perform in front of their parents and other adults at celebrations such as the Harvest Festival, the Christingle Service and the May Day celebrations. Some of the pupils sing carols with a group from the local church. Before Year 2 pupils leave the school they have the ability to put on a concert when they sing, dance and play instruments for their parents.
104. There is a good range of instruments including a variety of tuned and untuned percussion instruments, which provides pupils with good opportunities to develop their musical skills and to experiment with different combinations of sounds. However, the recorded music is not catalogued and the range is not satisfactory, as it does not include music from non-European cultures.
105. The enthusiastic co-ordinator is committed to encouraging pupils' enjoyment of music and to raising standards in the subject. She provides sound leadership and management, has good subject knowledge and supports colleagues well. All teachers teach their own music to their class but the co-ordinator gives advice. She organises a lunchtime music club for the pupils in Year 2 in which pupils can learn to play the recorder, listen to music and play instruments. She has a good understanding of the strengths and areas of improvement for music and has strategies to raise standards further. These include planning work more thoroughly to ensure that pupils' knowledge and skills build progressively. At present teachers do not plan work in sufficient detail so are not able to assess pupils' progress sufficiently well and this is limiting the progress pupils make.

PHYSICAL EDUCATION

106. The focus of the lessons seen during the inspection was on either dance or games. In these aspects of their development the standard of attainment by the end of Year 2 is in line with that normally expected for pupils of this age. In dance the pupils show good control and co-ordination of rhythmic patterns of movement. The pupils show good skills in travelling, turning and jumping, effectively using gesture, rhythm, speed and stillness to link a series of movements.
107. The excellent relationships between staff and pupils and pupils and pupils enabled learning to be good within a supportive atmosphere. Teachers used examples of good practice as a teaching point for the other children. This was well extended into brief discussions about what pupils felt to be particularly successful or what they had enjoyed, together with suggestions about how a particular piece of linked movements may be developed or improved. Pupils responded well to these opportunities, listening carefully and responding well. Pupil behaviour was good at all times.
108. Individual pupil achievements are recorded on their individual 'Pupil Profile' and celebrated during the 'Achievement' assemblies. These include pupils' achievements outside of the school. Teaching is good overall; staff have good subject knowledge, manage classes well and approach this subject with confidence and enthusiasm. As a result pupils show very good enthusiasm, enjoyment and good behaviour. Clear explanations at all stages of lessons, together with reasons for each element including warming up and cooling down, enabled pupils to understand the reasons and purpose of their work during that session. Lessons are planned effectively, teachers set good example by dressing appropriately for the activity and

are strongly aware of the need for good practice, including the insistence on pupils responding quickly to instructions.

109. The subject is effectively led and managed by the co-ordinator and opportunities have been taken to support colleagues in their teaching, though the time for this has been very limited. The encouragement of staff to use music that engages pupil interest and is familiar to them has made a positive impact on pupil enthusiasm for the subject. Resources are satisfactory. The scheme of work has not yet been fully reviewed and developed but this need is identified within the school improvement plan. The development of a structured programme for monitoring the quality of teaching by the co-ordinator would further develop and enhance the school's work in this subject and raise standards of pupil attainment.

RELIGIOUS EDUCATION

110. At the end of Year 2 pupils' attainment in religious education is in line with the requirements of the locally agreed syllabus. The school has maintained the standards since the last inspection. Pupils make good progress and pupils with special educational needs make very good progress.
111. Pupils in Year 1 have a good understanding of some of the major Christian festivals such as Christmas and Easter. For example, they can talk about the main events of the Easter story and one pupil says that "Jesus died on the cross because a Roman man did not believe in God." They know that some people go to church at Easter and when they are in the church they pray and sing songs to Jesus. They talk about their visit to the church for the Christingle service and clearly explain the symbolism of the Christingle. They know about St Paul's conversion and that he travelled to different countries to tell people about Jesus. They know that at a baptism some people "go under the water", and that the sign of the cross is put on a baby's forehead at their baptism because "Jesus died on the cross".
112. In Year 2 pupils visit a local modern church and an old village church and can explain some of the things that are the same and some that are different. For example, they know that the village church has pews but the modern church only has chairs. They know that the congregation is "the people in the church" and the choir is the people who sing in the church. They know the Bible is a special book for Christians because it contains stories about God and Jesus. They can retell the main events in the story about the lost sheep and one pupil explained that the story "shows that we must care for people like the shepherd cared for the sheep". One pupil said that "Christians believe that Jesus came back to life at Easter." Pupils explained that "the Torah is special, like the Bible". They know it is a scroll and that it is important to Jewish people as it tells them how to live. Pupils can explain some of the special things Jewish people do at Shabbat and Hanukkah.
113. Teachers provide very good opportunities for the personal, spiritual, moral and social development of the pupils in religious education lessons. For example, Year 1 pupils think about how they will be able to help younger pupils who start school in September. They show very good examples of thoughtful behaviour and respect for others, and a good understanding of how younger pupils will feel when they act in role-play situations. In a good Year 2 lesson pupils talked about their own feelings about going to the junior school and reflected on how other pupils will feel.
114. The quality of teaching overall is good. Teachers' explanations are clear so pupils remember what they are told and know what they have to do. Teachers ask probing questions, make the lessons very interesting and have very good relationships with the pupils. Pupils listen respectfully to the teachers and other pupils because teachers listen to them and praise them when they work well. As a result pupils behave very well, are keen to learn and enjoy the lessons. For example, in a Year 2 lesson pupils listened very attentively when the enthusiastic teacher showed them a photograph of her parents' wedding, and then showed them her own christening dress which was made from part of her mother's wedding dress.

115. Teachers use a good range of books to support the teaching of religious education and pupils learn about churches when they visit the local churches. However, teachers have a limited range of resources for teaching pupils about Judaism and other faiths. The enthusiastic co-ordinator provides sound leadership and management for the subject. She has good subject knowledge and supports her colleagues well. She knows the strengths and weaknesses of the subject. At present teachers do not plan work in sufficient detail in order to assess accurately the progress pupils make. The co-ordinator plans to develop a more detailed progression of work when the new locally agreed syllabus is published.