

INSPECTION REPORT

MANOR FARM COMMUNITY INFANT SCHOOL

High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110297

Headteacher: Mr T Dunbar

Lead inspector: Mrs J Morley

Dates of inspection: 02 - 04 February 2004

Inspection number: 256830

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
Number on roll:	213
School address:	Rose Avenue Hazlemere High Wycombe Buckinghamshire
Postcode:	HP15 7PH
Telephone number:	(01494) 814281
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Stephen Pilgrim
Date of previous inspection:	27 - 30 April 1998

CHARACTERISTICS OF THE SCHOOL

- The status of the school has changed since the last inspection. At that time it was a first school, taking pupils until the end of Year 3. Pupils now transfer at the end of Year 2.
- There are 213 pupils in the school. They join at the start of the term after their fourth birthday. There is no provision for children aged three. Of the 80 children currently in the four *Foundation Stage classes, 64 attend on a part-time basis.
- All nine classes in the school are organised by age, in turn determined by the term of entry.
- All pupils but 13 are white, British. The 13 come from a range of backgrounds but there are none for whom the first language is not English.
- Socio-economic circumstances and attainment on entry to the school are broadly average.
- Manor Farm Pre-School uses a room in this school's building and the school shares the grounds with Manor Farm Junior School.
- There are 16 pupils on the register of special educational needs – a below average proportion. Of these, two have more marked difficulties.
- During the last school year five pupils joined and nine left other than at the normal time of doing so. This is a modest level of mobility.
- Thirty per cent of children come from beyond the school's catchment area.
- The headteacher was new to post in June 2002 (appointed from deputy), and the deputy headteacher was appointed in November of that same year.

**As the school uses 'reception' to refer to only one of its four classes for four year olds, and uses 'Foundation Stage' to include all of these classes, the term 'Foundation Stage' will be used throughout this report to refer to all classes in the school below Year 1. Currently these number four; after Easter there will be five.*

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Art and design Design and technology Personal, social and health education and citizenship Special educational needs.
9388	A Mundy	Lay inspector	
26292	H Mundy	Team inspector	Science Information and communication technology Music Physical education The Foundation Stage
5565	B Thakur	Team inspector	Mathematics Geography History Religious education English as an additional language

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many very good features, including a strong and positive ethos. As a result of good teaching, pupils progress well overall: from average attainment on entry, they leave Year 2 with standards that are well above average. The headteacher has a crystal clear vision for the development of the school, driven by a determination to be inclusive, to give pupils confidence, to prepare them well academically for the next stage in their education and, in particular, to encourage them to be 'creative thinkers'. He is ably supported by his deputy headteacher, and by the high quality teamwork in the school as a whole. **The school provides very good value for money.**

The school's main strengths and weaknesses are:

- The complementary skills of the headteacher and his deputy work well for the school.
- Teaching is good - although variable between classes - and enables pupils to achieve well.
- Relationships are very good and are instrumental in the development of pupils' self-esteem.
- The monitoring of teaching and learning has too little impact on their quality.
- The expertise of *Foundation Stage staff is variable.
- Attendance rates are excellent and provide a strong platform for learning.
- The school has forged a very strong partnership with parents.

The school has made good progress since the last inspection because the headteacher has skilfully led change on all the key issues: pupils' personal development, challenge for higher-attaining pupils and the role of the governing body as a critical friend. In addition, standards in reading, writing, mathematics and science are now well above average: all are better than at the last inspection. The above average standards reported in most other subjects have been maintained. There have been positive changes to the curriculum, including the introduction of innovative 'activity weeks' and a thrust towards more creativity.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	A	A	B
writing	A	A	A	A
mathematics	B	B	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with a similar number of pupils claiming free school meals.*

Children join the Foundation Stage with attainment close to that expected. By the time they start Year 1 most attain the goals they are expected to reach in communication, language and literacy and in mathematical development, in which provision is sound. A significant proportion exceeds the goals in personal, physical and creative development and in their knowledge and understanding of the world because provision is good or better.

**As the school uses 'reception' to refer to only one of its four classes for four year olds, and uses 'Foundation Stage' to include all of these classes, the term 'Foundation Stage' will be used throughout this report to refer to all classes in the school below Year 1. Currently these number four; after Easter there will be five.*

Progress through Years 1 and 2 is good and often very good, but there is some variation between classes. By the end of Year 2, standards in reading, writing, mathematics and science are well above average. **The achievement of pupils of all capabilities is good.**

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall: better than at the time of the last inspection. Pupils behave very well and have equally good attitudes to work. Attendance is outstanding for a school of such young pupils.

QUALITY OF EDUCATION

The quality of education is good. Teaching – the joint work of teachers and support staff – is of good or better quality in seven in every ten lessons. Most lessons are skilfully taught and much teaching in Years 1 and 2 is very good. Teaching is less than good in some Year 1 and Foundation Stage classes, either because there is some weakness in the management of pupils or because knowledge of the curriculum for children under five is limited. The work set for pupils – including those with special educational needs – is appropriate. It is this and the skill of staff at boosting pupils' confidence and self-esteem that contributes most to the school's success at being inclusive. Overall, **the quality of teaching and learning are good.** The curriculum is now very good. The school provides a very good level of care for pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership by the headteacher is good overall but his vision for the development of the school is a particularly strong feature: he is enthusiastic, innovative and forward thinking. He is well supported by the good organisational skills of the deputy headteacher. Management by the headteacher and key staff is good, but would be better if teaching and learning were monitored more productively. Governance is good, despite the fact that several governors have only recently taken over key posts. Governors are knowledgeable about the strengths of the school and the areas where it needs to improve, and share the headteacher's vision for its development. They fulfil almost all their statutory duties but there are omissions in the annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very highly of the school and of the values it promotes. They value the open communication and approachability of the headteacher and other staff. Pupils are visibly happy in school, demonstrated by the way they actively engage in lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure that the monitoring process is used productively as a tool for improving the quality of teaching and learning.
- Equip teaching and support staff with the knowledge of the Foundation Stage curriculum that will enable them to teach young children well.

In addition, governors should ensure that their annual report to parents complies fully with requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the end of Year 2 standards are well above average. Overall, achievement is good for all pupils, including those with special educational needs. The trend in the school's results is above that nationally.

Main strengths and weaknesses

- Pupils' achievement is good overall and very good in some classes in Years 1 and 2.
- By Year 2 reading, writing, mathematics and science standards are well above average.
- Standards are above expectations in a number of other subjects.
- Pupils are eager to learn because the school is such a happy place to be.

Commentary

1. Children enter the Foundation Stage with average attainment and achieve well overall. Many are likely to achieve the Early Learning Goals (the expectation of children by the time they join Year 1). Some are likely to exceed these goals, particularly in the areas in which provision is good or better: personal, social and emotional development, creative and physical development and knowledge and understanding of the world. Fewer are likely to exceed the goals in literacy and mathematical development, where provision is satisfactory.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.4 (16.9)	15.7 (15.8)
writing	16.6 (16.2)	14.6 (14.4)
mathematics	18.1 (18.4)	16.3 (16.5)

There were 70 pupils in the year group. Figures in brackets are for the previous year.

2. The latest national test results in reading, writing and mathematics in Year 2 show well above average standards. So do teachers' assessments in science. All of these have been maintained since the last inspection. The school has worked hard over the past several years and has been rewarded by improvement in its test results that exceeds the national improvement trend. It is modestly aware of how well it is doing but there is no sign of complacency. As the school's improvement plan makes clear, it is working hard to ensure pupils have a broad range of experiences across the full curriculum. It is vigilant in monitoring the attainment and the achievement of boys and girls and, when it was necessary to do so, took swift and effective action to restore equilibrium in the standards reached.
3. The effort that the school makes to ensure good achievement across a broad range of subjects is evident in the standard of work that pupils produce. While it was not possible for inspectors to make secure judgements on every National Curriculum subject, in each of those where it was possible, pupils clearly attain standards that exceed expectations. These comprise ICT, geography, history and music. In religious education standards meet the expectations of the Locally Agreed Syllabus.
4. Achievement of this quality does not happen by chance. The school is committed to providing pupils with the best environment in which to learn. To that end, all staff are skilled at giving pupils confidence, and at encouraging them to think creatively, to be independent and to show initiative. Teachers successfully employ strategies that give pupils a realistic idea of how well

they are doing and what they need to do to improve. In addition, pupils are actively encouraged to spot creative thinking in their classmates. Achievement is good because this is a happy and vibrant place in which to learn.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning, and their behaviour is usually very good. Their personal development is very good: they are notably confident and self-assured. Each of these aspects has improved since the previous inspection.

Main strengths and weaknesses

- Pupils enjoy lessons and numerous informal activities.
- Relationships are very good between pupils, and between pupils and staff.
- Pupils have a good overview of the world, and of their place in it.
- Attendance is excellent.

Commentary

5. Pupils' attitudes are very good. Their attendance is excellent because they keenly anticipate each day's variety of interesting lessons and activities. Excellent attitudes were seen in a Year 2 English lesson, where pupils achieved numerous learning objectives in an atmosphere of bustling good humour and warm responses to each other's achievements. In both year groups, pupils of all abilities are keen to answer questions. Their curiosity often encourages teachers to broaden discussions, or note points for subsequent reference.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

6. Children in the Foundation Stage listen very carefully to adults, and confidently respond to questions and instructions. Their behaviour is very good. Indeed, throughout the school behaviour is very good or excellent. Pupils progress well because lessons move ahead at a good pace, without interruptions or distractions. Pupils are co-operative, friendly and respectful to their peers and teachers. They are rarely involved in disputes, and they have no concerns about bullying. No pupil has been excluded within the past five years.
7. The school very successfully develops pupils' personal qualities and social achievements. They are reverential in assemblies, participating fully and singing with gusto. In one assembly they were introduced to the idea that 'Saying sorry is hard, but it's better than losing a friend', a theme subsequently explored in circle time discussions. Pupils respond generously to appeals by local and national charities, and they enthusiastically support classroom-based recycling projects. A special relationship with a school in Peru helps them to understand how deprivation affects children and their families in developing countries.
8. Staff are very good role models. They listen carefully to pupils, and value their comments and opinions. Very good relationships between staff and pupils promote strong moral values in all year groups. In a Year 2 lesson, a pupil spontaneously and casually said, 'I like you being my teacher'. Pupils are thoughtful and respectful, and they understand concepts of right and wrong in the school rules. Occasionally pupils in Year 2 read to pupils in Year 1, or entertain them with their own written stories. Although boys and girls work and play amicably together, teachers do not always challenge self-selection in single-sex pairs or groups.

9. The school values and celebrates cultural diversity. Pupils have good understanding of western culture, and of some other faiths and cultures. Older pupils know some of the cultural similarities and differences between the UK, India and Australia. Following an exciting celebration of Chinese New Year, Foundation Stage children asked an inspector if her red dress was part of her own celebration!

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education with many very good features. Teaching and learning are good. The care and support pupils receive is very good, as are the school's links with parents.

Teaching and learning

The quality of teaching and learning are good overall. Assessment is good and is used intelligently to ensure that pupils achieve well.

Main strengths and weaknesses

- Teaching is good overall but variable between classes: close to being very good in Year 2, good in Year 1 and satisfactory – but with some excellent practice - in the Foundation Stage.
- There is a successful drive to develop creativity throughout the school.
- The focused support for pupils with special educational needs is very good.
- Assessment and data analysis are used well to help raise standards.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very poor
2 (6%)	8 (23%)	15 (42%)	9 (26%)	1 (3%)	0	0

The table gives the numbers of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. It is clear from the table above that the majority of lessons are of good or very good quality. This represents a significant improvement since the last inspection, when 21 per cent of teaching was very good or better, and seven per cent was less than satisfactory. It was evident from the lesson observations that the headteacher has been able to influence the quality of teaching in the school through his clear guidance and encouragement to staff in bringing more creativity into their teaching. The impact of this can be seen in majority of the lessons. Also the school has been quick to pick up on and deal with differences in boys' and girls' achievement.
11. A key feature evident in most lessons is planning, which successfully meet pupils' needs and takes account of their ages and abilities. Staff generally have high expectations, both of what pupils can achieve and of the degree of their involvement in lessons. This successfully raises pupils' self-esteem. Other strengths are very good use of questions by teachers, plentiful opportunities for pupils to learn through firsthand experience, and the productive use of time by most staff.
12. In the lessons where teaching was very good or excellent, it was highly successful in stimulating pupils' interests and getting them to think creatively. Relationships between pupils and staff were warm and friendly and the learning ethos was relaxed. In two lessons, where

teaching was excellent, the teachers' own passion and enthusiasm for their subject was conveyed beautifully to the pupils. In a music lesson in a Foundation Stage class, musical instruments and the computer were used to full effect. This led to the children having an opportunity to experience awe and wonder, and they responded to activities with amazing confidence. In a history lesson in a Year 2 class, excellent use was made of an illustration of Florence Nightingale at work. The pupils did not know who the lady was and their guesses based on picture clues were really impressive. Pupils were highly motivated, and made an excellent contribution to the group discussions, clearly conveying their own thoughts and ideas.

13. Teaching that is satisfactory or unsatisfactory is not widespread and, within it, weaknesses vary. In Year 1 these relate to some inadequate management of pupils' behaviour and lack of confidence in subject knowledge. In the Foundation Stage, although adults have adequate experience of young children, those teaching the youngest need further opportunities to develop their knowledge and understanding of the Early Learning Goals. In addition - and in the four classes generally - there is some weak time management and limited opportunity for children to write. The informal monitoring by the co-ordinator is supportive rather than developmental.
14. Since the last inspection, the key issue of meeting the needs of higher-attaining pupils has been addressed well. There is now consistency of practice in planning for these pupils. In addition, teachers tell pupils what they want them to learn: this helps pupils to remain focused. In literacy and mathematics, the system of grouping pupils by ability on a weekly basis is working well.
15. The good quality of teaching and learning for pupils with special educational needs enables them to achieve as well as other pupils in the school. Their needs are identified quickly and the support they receive is carefully targeted. Support in the classroom - and in small group or individual work outside it - is the result of wholly appropriate decision-making. There is some specific provision for pupils with gifts or talents in subjects such as music.
16. Currently there are no pupils with English as an additional language at an early stage of learning English. A small number of pupils in the school have access to another language at home, but are fluent in speaking English and are achieving well in all areas of their learning. Pupils' from different ethnic backgrounds are welcomed and teachers value their contributions during class discussions. Those who have recently arrived from overseas are supported sensitively. Pupils' parents are invited and frequently used as a learning resource, for example, during the 'activity weeks'. This contributes positively to pupils' awareness of other cultures and faiths.
17. Throughout the school there are good systems of assessing and tracking the achievement and progress of all pupils. They make intelligent use of computer software. Year 1 teachers make good use of Foundation Stage assessments to make predictions for the future, and to set targets for improvement. Pupils' progress is tracked well in reading, writing, mathematics, science and ICT. The deputy headteacher closely monitors pupils' progress throughout the school, both as the co-ordinator for literacy, and for assessment. Teachers and most learning support assistants are familiar with the assessment systems used. Targets are set for all pupils in English and mathematics, to raise achievement and to promote pupils' personal and social development. Systems for assessing the other subjects are satisfactory. Subject co-ordinators collect samples of pupils' work and have a shared understanding of the National Curriculum levels. Assessment is used well on a day-to-day basis to plan the next stage of work. Pupils in Years 1 and 2 have a good idea of how they are doing and what they need to do next, to improve.

The curriculum

A very good curriculum and range of additional activities meet the needs of all pupils. The accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- 'Activity weeks' offer carefully integrated activities for all pupils
- Creativity is stimulated in all areas of the curriculum
- Some Foundation Stage staff require further training in the Early Learning Goals

Commentary

18. The school's very good and exciting curriculum has improved since the previous inspection, and contributes to the good achievement of all pupils. Pupils' personal and social development is strongly developed by integrated activities, including religious education and citizenship. Groups of pupils of all ages, including the oldest Foundation Stage children, meet weekly in 'circle time' sessions to discuss a wide range of issues promoting confidence and self-esteem.
19. The school makes very good provision for pupils with special needs. The real strength of this provision is its breadth. Not only does school competently identify children who are finding it difficult to learn, and support them well in class or group sessions, it also encourages pupils to believe in themselves. In this respect the links between the school's personal development programme and provision for special needs provision is strong.
20. It is this same principle that enables the school to be as inclusive as it is. It realises that it needs to respond to the needs of the individual and find the best way of helping each pupil achieve well and feel good about himself or herself. Pupils are made to feel worthwhile – that they are all good at something - and it doesn't matter if that 'something' is not schoolwork. As a result, pupils are confident, their self-esteem is high and they are eager to participate in whatever is on offer. Furthermore, when the school is aware of a lack of success it goes that extra mile: see the personal, social and health education (PSHE) section, for example.
21. The school's curriculum is enriched by numerous visitors and by the many trips made by pupils of all ages to local and national places of interest. Regular, carefully planned, 'activity weeks' offer pupils a range of interesting projects involving many areas of the curriculum, and celebrating many faiths and cultures. For example, when learning about Judaism, pupils in Year 2 made kippas and torahs. All staff promote the school's policy for encouraging creativity across the curriculum. The effect is to encourage original ideas and actions among pupils of all attainments. Children are often heard to say 'I've been creative!'
22. All curriculum subjects are enriched by the school's varied schemes of work, and the staff's subject knowledge and experience. Foundation Stage staff provide a wide curriculum for all children, including the 75 per cent who attend part-time. However, in the Foundation Stage some staff do not fully understand all the facets of the Early Learning Goals; some learning is limited as a result. Other than that, all staff have qualifications suited to their responsibilities, and the overall level of staffing is good.
23. Accommodation is satisfactory overall, although the original library area is used as a classroom. This arrangement restricts access through the ground floor of the building, but the issue should be resolved when planned refurbishment is complete. Currently the library is situated in the entrance hall and has limited facilities. Displays throughout the school are bright and interesting, although a significant proportion does not include work by pupils. Resources are good, and are improving.

Care, guidance and support

The school has very good procedures for child protection, health and safety. The caring environment has a positive effect on the standards pupils achieve. Each of these aspects has improved since the previous inspection.

Main strengths and weaknesses

- The headteacher is responsible for child protection: he is experienced and knowledgeable.
- Teachers and other adults promptly and skilfully respond to pupils' needs.
- The school offers care for pupils from 8.00am until 5.30pm.

Commentary

24. All adults in the school have a good understanding of child protection issues. The school's health and safety policy is based on the local authority's recommended policy, including risk assessments and procedures for ensuring the safety of pupils on site and during off-site visits. Regular fire alarm practices ensure quick evacuation of the two-storey building. The site and buildings are in good condition, and present no apparent risks to health and safety.
25. A good induction system settles children quickly into the Foundation Stage classes. Care is very good for these young children. Staff constantly alert them to environmental and activity hazards. For example, they are taught to work in teams when moving heavy apparatus for physical development sessions. Pupils joining other year groups settle quickly and happily into the school's routines. During Year 2, pupils make several visits to the junior school in preparation for transfer at the end of summer term.
26. Pupils are happy and relaxed in school because they receive very good individual care and support from class teachers and from the headteacher. Learning support assistants develop very good relationships with pupils, and are skilled in curriculum and personal support. In lessons, class teachers guide the progress of individuals towards their agreed targets for attainment or behaviour. Most pupils, including those with special educational needs, can assess progress towards their targets. Thoughtful, sincere praise from adults sustains pupils' high levels of confidence and self-esteem.
27. Class teachers have good knowledge of pupils' academic and social development, and they save examples of best work in personal records of achievement. The school's programme for personal, social and health education encourages self-care, and care for others. Morning and afternoon clubs provide interesting activities and high standards of care. The clubs are open to all year groups in the infant and the adjacent junior school. Profits from the clubs are used to improve facilities for all pupils in the infant school.

Partnership with parents, other schools and the community

The school has very good links with parents, and good links with other schools and the local community.

Main strengths and weaknesses

- Parents are very supportive of the school, and are closely involved in their children's education.
- Parents' concerns and complaints are received sympathetically, and addressed promptly.
- The most recent governors' annual report to parents does not comply fully with legal requirements.

Commentary

28. Parents' views were very positive at the pre-inspection meeting, and were confirmed by responses to the pre-inspection questionnaire. Pupils benefit from the close co-operation between teachers and parents that maintains high levels of voluntary support in classrooms. In partnership with the junior school, the parent-teacher association organises regular social and fund-raising events, and raises significant amounts of money each year. Recent purchases include computers and playground equipment. Good co-operation is established between the parents' group and the governing body, and some families are active on both committees.
29. Parents are well informed of the school's routines and expectations when their children enter the Foundation Stage: they have very good access to staff, and communication is equally good. Foundation Stage sessions begin promptly each day because the school's policy does not encourage parents to bring their children into classrooms: after briefly waving goodbye, children quickly and confidently settle to activities.
30. At the start of each year, class teachers provide parents with overviews of the curriculum. Because no further detail is offered, parents have limited opportunities to monitor and support their children's learning at home. At two consultation evenings each year, parents have adequate time to review progress, and discuss targets. Teachers' annual written reports are of satisfactory quality, showing in some detail what pupils have learned in the core subjects of English, mathematics and science. However, they do not always include targets or next steps for learning. Regular newsletters are informative about events and important dates. The 2003 governors' annual report to parents does not include all the information legally required.
31. The school has good links with the community, and with other schools. Valuable local sponsorship has funded improvements to physical education equipment. Recent visitors from the community have described to pupils their professional work in medicine, the fire service and the police. Many social visitors have related their experiences of foreign countries, and of the local community in times past. Pupils in all year groups visit many places of interest in the county, and some major attractions in London, such as the Toy Museum and Natural History Museum. Each year, secondary school students are welcomed for work experience in childcare. Student teachers are carefully inducted and mentored, and they make a valuable contribution to school life.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Governance of the school is good as are both the leadership and effective management provided by the headteacher and key staff.

Main strengths and weaknesses

- The headteacher and his deputy are an effective team.
- This is a school with a clear and shared vision.
- Insufficient benefit is accrued from the time spent monitoring the quality of teaching.
- Special educational needs provision is very well managed.

Commentary

32. The headteacher has an impressively positive impact on the way the school operates. He has a clear vision for its development and communicates this well. As a result, all who work in the school are united behind him. Since his appointment as headteacher in June 2002 he has overseen a continuing improvement in standards and is actively leading the development of creativity in work and thought. The aims of the school – to provide a caring, disciplined and stimulating environment; to value education for its own sake; to promote high standards of

courtesy consideration and behaviour; to ensure that the school community works as a team – are evident on a day-to-day basis. The deputy headteacher has different but complementary skills and talents. Together they lead and manage the school well.

33. There is one area where their work lacks some rigour: the way in which teaching and learning are monitored. The point has already been made that much of the teaching in the school is of good or better quality. Staff are united in ensuring that, in style and direction, their teaching is in line with the school's declared drive to foster creativity. To this extent senior managers give a firm steer to teaching. However, reports on lessons observed – the work of managers and of many staff in their roles as co-ordinators - tend to be descriptive rather than evaluative. They may well come to a conclusion such as 'teaching was good' but this judgement has not been arrived at through a clear understanding of what failed to make it very good or what made it better than satisfactory. The same is true of its component parts – planning, time management, challenge and expectation etc. If the weaker teaching in the school is to be improved to match the best then monitoring will need to become a more diagnostic tool: one used with precision to identify specific weaknesses, to advise on solutions and to evaluate the impact on future teaching of the advice given.
34. The leadership of staff with key roles is good overall. The special educational needs co-ordinator has a very good understanding of the requirements of, and provision for, meeting pupils' special needs. Through equally good leadership she oversees effective provision. In the Foundation Stage, children are identified early and provided with good plans for individual education. Parents are kept well informed. The mixture of class, group and individual support - in which classroom support assistants are heavily involved - is carefully thought through. The leadership of subject co-ordinators is generally good: They are clear about the standards being achieved and the areas that need attention. Those who co-ordinate core subjects use assessment well. They are knowledgeable and can offer good advice to colleagues. There is, however, a need to increase the rigour with which they monitor the quality of planning, of teaching and of work in pupils' books. This is also the case in the Foundation Stage where leadership and management are satisfactory.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	399 450
Total expenditure	438 420
Expenditure per pupil	1 939

Balances (£)	
Balance from previous year	46 405
Balance carried forward to the next	7435

35. Developing the role of the governing body has been a priority since the last inspection and evidence points to a successful venture. Governors are welcomed to school and their involvement is purposeful. Induction procedures are thorough, rapid and effective, enabling new governors to feel welcome, useful and well informed. They articulate the strengths of the school and the areas for development. The school has prepared 'A Guide for Visiting Governors' to help them when they visit classrooms. Forty per cent of them are new to their role - this includes the chair and vice chair. However, as a group, they bring an impressive spread of expertise and it is used well: in health and safety, finance and ICT in particular.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision is sound, as at the time of the last inspection. For some areas of learning it is good or better.

At the time of the inspection, 16 children were full-time in Foundation Stage classes, and 64 were part-time. Classes are organised by age. The school admissions policy complies with local education authority guidelines and children join the school in the school term following their fourth birthday. Their time there is governed by birth dates. As is evident from the table below, this arrangement significantly disadvantages children born in the summer term.

Month of birth	Terms in school part-time	Terms in school full-time
September – December	3	2
January – April	4	0
May – August	3	0

Children enter the Foundation Stage with average attainment. They achieve well overall, but satisfactorily in elements of literacy and mathematical development. Many are likely to achieve the Early Learning Goals. Some are likely to exceed these goals, particularly in the areas in which provision is good or better. Fewer are likely to exceed the goals in literacy and mathematical development, where provision is satisfactory.

Personal, social and emotional development

Provision is **very good**.

Main strengths and weaknesses

- Attendance is excellent.
- Children's attitudes and behaviour are very good.
- Children are very confident, and they have high self-esteem.

Commentary

36. Children are very keen to attend. They settle quickly and soon become highly motivated and keen to learn. They are happy, friendly and very well behaved. They receive good individual care and support from all adults. Their concentration is very good, and their social skills are advanced. Relationships are very good because children learn from staff the importance of speaking calmly and quietly. They are very confident when talking to adults, following instructions and attempting new activities. Foundation Stage children participate fully with pupils in Years 1 and 2 in the school's weekly sessions for personal, social and emotional development. They talk fluently about their successes and difficulties in learning. All children have good understanding of Christianity, and some understanding of other cultures. For example, older children can identify a didgeridoo and a mrandga and have some understanding of Chinese New Year. Teaching is very good.

Communication, language and literacy

Provision is **satisfactory**.

Main strengths and weaknesses

- Children have very good vocabulary.
- Phonics teaching is good.
Planning for writing activities is underdeveloped.

Commentary

37. Children are articulate, confident speakers, and older children learn some advanced vocabulary. For example, they can explain the meanings of *marsupial* and *habitat*. Most children ask sensible questions, and give coherent explanations of their work. They listen carefully to all adults and to each other, and retain what they have learned. All adults teach phonics systematically. Children enjoy looking at books, and have firm opinions about how stories should end! Children of average attainment know many sounds, and recognise a few familiar words. However, written work is underdeveloped in quality and quantity because teachers do not plan adequately for writing activities. During the inspection, in multiple activities observed during four sessions, no child was spontaneously writing or colouring. In a fifth session, the teacher was directing the whole-class to complete attainment-related work sheets. Staff carefully teach the basics of letter formation, and most children can write their first names. Teaching is satisfactory.

Mathematical development

Provision is **satisfactory**.

Main strengths and weaknesses

- Children have good skills in mental mathematics.
- Best use is not always made of the opportunities available for the development of early mathematical language.

Commentary

38. No numeracy lessons were seen during the inspection, and no written work was available for analysis. Judgements are based on discussions with children, and teachers' assessment records. The youngest children count to five on their fingers. With support, they understand an instruction to pour two cups of water into a bowl. Staff miss opportunities for developing mathematical language. For example, in a mixed activities session where children laid a table for the Three Bears, the teaching plan did not include relevant questions. Older children count scattered objects accurately to ten. They have good understanding of *more than* and *less than*, and can calculate mentally the problem of *two less than ten*. They know the names of many two-dimensional shapes, and some three-dimensional shapes. They know the meanings of *smaller than* and *bigger than*. Children of average attainment reproduce a simple repeating pattern. A few children identified the animal that *came first* in a race to celebrate Chinese New Year. They had difficulty in recalling the words *second* and *last*. Children of average attainment recognise and write numbers to ten, but often write them backwards. Teaching is satisfactory.

Knowledge and understanding of the world

Provision is **good**.

Main strengths and weaknesses

- Children have good geographical understanding.
- Although children have good knowledge of ICT, computers are used inconsistently.

Commentary

39. Children of average attainment know many facts about Australia and Africa. For example, they know how tropical climates differ from that of Britain. They know some names and characteristics of tropical animals. During the inspection, they used bricks and planks to build structures representing the bridge in “Billygoats Gruff”. Although the structures were satisfactory, the value of the activity was limited because the children did not have opportunities to discuss their work with adults. Staff and children make very good use of the outdoor areas. For example, they collaborate in growing seasonal vegetables and in locating interesting minibeasts. Many children have good computer skills. They are discerning about educational programs, and make their preferences clear by selecting favourites! However, during the inspection, computers were not extensively used in three of the four Foundation Stage classes, and teachers did not plan for the use of ICT. Teaching is good.

Creative development

Provision is **good**.

Main strengths and weaknesses

- Music is a strength of the Foundation Stage.
- Staff influence restricts original ideas in children’s original artwork.

Commentary

40. Children’s artwork is generally of good quality. For example, in their Africa project, they accurately painted tigers. They know something of colour mixing, and know that colours lighten with the addition of white. During a satisfactory art lesson, a teacher required them all to paint a formulaic tropical background before adding their own rhinos. Although the work was good, children had no creative opportunities, and most paintings were identical. Similarly, the youngest children, given outline drawings of teddy bears, were required to paint them brown. Children have very good understanding of the disciplines of singing. In an excellent lesson seen, they sang high and low, and responded to the words *pianissimo* and *fortissimo*. They followed the conductor’s beat with faultless concentration. Very good questions extended their thinking. For example, the teacher asked ‘Do we have to get louder when we get faster?’ Imaginative play is satisfactory overall. Children enjoy role-play, and re-enacting familiar stories. However, of four children playing in the *Vet’s Surgery*, only one understood the function of a vet. Teaching is good.

Physical development

Provision is **good**.

Main strengths and weaknesses

- Children are physically very accomplished. They move with style and confidence.

Commentary

41. In a good physical development lesson seen, children demonstrated good co-ordination and spatial awareness. They set up apparatus, and used it confidently. Weather conditions during the inspection prevented outdoor activities, but resources indicate a good variety of opportunities for children to develop their gross motor skills. Their fine motor skills are good: they accurately use clay tools and a variety of paintbrushes. Children have some understanding of healthy lifestyles. They know that fruit is an important part of their diet. They always remember to wash their hands after using the toilet. Teaching is good.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- All pupils are quick to acquire basic skills because they are taught well.
- They attain standards well above expectations.

Commentary

42. By Year 2 pupils attain well above expected standards with no significant difference between the four component parts of the subject: speaking, listening, reading and writing. This is an improvement since the last inspection. Good assessment in the subject and strong leadership contribute to this impressive achievement. Teaching quality is good overall but variable. The least effective could be improved if it was more productively monitored.
43. Very good listening skills are nurtured from the Foundation Stage upwards and are supported by pupils' good manners and very respectful behaviour. Speaking skills are equally good in that, in relation to their age, pupils have a broad vocabulary. They are sociable, and have the confidence to speak audibly in front of their class. Many are also happy to speak in front of a larger audience – in the school hall and with a microphone. Pupils' own explanations of this experience such as, 'It's OK, really', are skilfully used by the school give the more wary the confidence to have a go. For pupils aged only six and seven, they are confident and composed. Video evidence of a school production confirms this view. The school places adequate emphasis on the acquisition of subject-specific, technical vocabulary and teachers often encourage pupils to rehearse their ideas with a friend before sharing them with the class.
44. Pupils read very well and this is generally matched by their comprehension. Whilst not detracting from the good work of the school in this respect, parents are to be commended for the part they play: the vast majority hear their child read on a daily basis. The result is that pupils have the reading skills they need for their work in other subjects of the curriculum. They choose from a good range of books, including non-fiction and poetry.
45. Pupils write very well. They learn to join their writing: most pupils in Year 2 join all letters correctly although some less able pupils still print. Less than half way through the school year the more able pupils from Year 2 are working securely within Level 3. Most others are working within Level 2. Sentences are generally simple in structure but most pupils have a 'sense of sentence' – they know where a full stop should go. Pupils of average ability and above use speech marks correctly and all make sensible attempts at spelling the words they want to use.
46. Year 1 pupils write at length, too. They are encouraged to have a go at spellings: The following, for example, was produced early in the school year:

One day there was a patchwork elephant ... *collad Elmer and he wanted to be lic all the other elephant.*

And he wanted to work from the forest so he did and he soon lost of anemallse. And then he met his friends and he saw a berry tree and so it and it was covered in berries.

Language and literacy across the curriculum

47. Opportunities to write are plentiful and an acceptable proportion of these are 'from scratch' writing opportunities where pupils can express themselves freely. The termly 'activity weeks' provide good writing opportunities. For example, the theme for the autumn term was pirates. Year 2 pupils produced books about pirates containing a lot of writing of which the following is a tiny taste. Given that it was produced so early in Year 2, the style is impressive.

'Once a poan a time there was a pirate ship. With pirates on it. Ugly pirates. I mean not nice pirates. Suddenly crash the ship crashed against the edge.'

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve very well.
- There is a strong emphasis on creative thinking and on encouraging pupils to use a variety of approaches to solve mathematical problems.
- Pupils respond very well to the teachers' questions and apply themselves well to tasks.
- The use of ICT is developing well to support mathematics.
- Assessment procedures are good and proving useful in raising achievement.

Commentary

48. Improvement since the last inspection has been very good. In 2003, nearly all Year 2 pupils reached Level 2 in the national tests and about half attained Level 3. In the last two years, pupils' results have been well above those nationally and those in similar schools. Most pupils enter the school with average mathematical understanding.
49. Pupils have a secure understanding of the place value of numbers and are familiar with number bonds up to 100. The majority is confident in adding and subtracting two- and three-digit numbers, and can apply this to problem-solving activities in real contexts. Pupils in Year 2 recognise and name common two- and three-dimensional shapes and describe confidently their properties using mathematical vocabulary. Pupils in Year 1 sort objects in a variety of ways - using a Venn or a Carroll diagram - and using the computer. They are confident in using real money in their practical work.
50. Pupils are encouraged to use different approaches to solve number problems, including word problems, and to talk about strategies they have used. Overall, the school enables pupils of all ages and abilities to make very good progress and to achieve very well. Pupils with special educational needs are well supported by teachers and support assistants, and achieve almost as well as their peers. The school's data analysis helps to monitor the gender differences that are noted; presently, boys and girls are making similar progress. There are generally high expectations, to which pupils respond well by working hard towards their learning targets.
51. Since the last inspection, the proportion of pupils achieving the expected levels has risen steadily, as the quality of teaching has improved. The highest-attaining pupils now have sufficient challenge and teachers encourage a variety of approaches in problem solving. Teaching is good overall - it is very good in Year 2, and satisfactory or better in Year 1.

52. There were some minor weaknesses in teaching: a teacher's use of inaccurate language to explain the place value of two-digit numbers and to compare two or more amounts led to some confusion for pupils. In another case, the teacher lacked confidence in teaching the subject.
53. ICT is being used increasingly well to support mathematics. During the inspection, good use was made of the computer in Year 1 to support work on shapes and space, and for sorting and ordering activities, linked to work in science and design and technology. Teachers use ICT well to plan their lessons and to inform their assessments of pupils by using an ICT Assessment Package.
54. The National Numeracy Strategy provides a sound basis for the teachers' planning and for assessment in the school. This has made a good contribution to improving the quality of teaching and raising standards. Teachers extend pupils' literacy skills well through whole-class discussions and a focused use of mathematical vocabulary. Teachers provide pupils with good models for recording their mathematical work.
55. The subject is well led and managed. The co-ordinator is relatively new, but has made a good start. She has managed to observe teaching in all year groups, and has given written feedback to colleagues. She has sampled pupils' work and has analysed the test results. The monitoring has been useful in identifying areas which need more attention and taking appropriate actions. There is scope, however, for increasing the rigour in monitoring through using standardised criteria for evaluating the effectiveness of teaching. The current priorities, which are appropriate, are to increase creativity in the teachers' planning, and to devise and use study trails in number and shape. There are opportunities to attend external courses and share good practice within the school.

Mathematics across the curriculum

56. Pupils are increasingly using mathematics as part of their work in other subjects, and consequently developing an appreciation of the practical uses of mathematics in real life. For example, there is sound use of graphs and tables to record data in science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils have very good investigative skills.
- Some teaching is very good, and all teachers develop pupils' literacy skills.
- Pupils' written work on loose pages reduces the value of teachers' marking.
- Teaching and learning are monitored erratically.

Commentary

57. Standards are good in both year groups, and are likely to be very good in Year 2 at the end of the school year. Average-attaining pupils in Year 2 have made attractive collage displays to show their very good understanding of the differences between natural and man-made materials. They make rational scientific predictions, based on research and observation. For example, experiments confirmed their written predictions of how quickly a block of ice would melt in various locations. In a very good Year 2 lesson, the teacher invited pupils to place five visitors in ascending order of age, and then set them a fair test of mobility. Pupils keenly debated if the oldest competitor, aged 81 years, should be allowed to use her walking stick! When a young adult won a jumping test, upsetting many predictions, the teacher reminded the class that scientific predictions are not always reliable. Attainment in writing was very good when they described the experiment and the outcome. In discussion with an inspector, younger Year 2 pupils had a less secure understanding of fair testing.

58. Pupils in Year 1 have good understanding of forces. They remember visiting a local park to explore the types of forces required to move seesaws, swings and roundabouts. Higher-attaining pupils know how the force of the wind turns a windmill. In a very good lesson, pupils learned the relationship between light and the eye, and assessed the human eye as being the size of a table tennis ball. They discussed how other senses compensate when sight is diminished or lost. The teacher set a simple, very effective, task to demonstrate the problems of communicating when unsighted. In a satisfactory lesson, pupils described the sounds heard during a 'listening walk'. Individual pupils reading aloud to a learning support assistant disturbed the extended introduction to this lesson.
59. Teachers have high expectations of the quality and quantity of pupils' written work. However, all work is on loose pages and worksheets, often undated. Teachers retain the pages, but pupils cannot easily see how their work has been marked. Neither can they retrieve information from previous work, or see how their knowledge has developed. The curriculum includes many subject areas, including ICT. For example, Year 2 pupils illustrated a large display of the human body with word-processed labels.
60. Teachers have good subject knowledge, and the co-ordinator is conscientious and well informed. However, the school has inadequate procedures to ensure consistent monitoring of lessons and pupils' work. Consequently, the quality of teaching is inconsistent across all classes – but good overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils are confident and knowledgeable when using ICT.
- ICT is used inconsistently in classrooms.

Commentary

61. Pupils in Year 2 have above-average skills for their age. Their achievement is good, and standards have been maintained since the last inspection. Pupils of average attainment in Year 2 have good understanding of word-processing icons and the keyboard. They combine text and pictures from a variety of sources, and higher-attaining pupils explain clearly how to send and receive e-mails. In the one brief lesson seen, where the teacher made very good use of time, pupils practised programming a floor robot. They quickly learned the importance of estimating distances before entering a series of instructions. When the robot failed to respond, many pupils realised that the previous memory had not been cleared.
62. In Year 1, pupils successfully completed sorting exercises using click and drag. In the whole-class session, the teacher led a good discussion about resolving mathematical problems by experiment and discussion.
63. The headteacher is the subject co-ordinator. His leadership is good, and management satisfactory. Although staff participate in a training programme to develop individual skills, their teaching is inadequately monitored. Although ICT is included in teachers' planning pro-forma, no specific detail is required for subject lessons.

Information and communication technology across the curriculum

64. The curriculum is good, and the school follows national guidance to maintain progress and develop understanding. ICT is used in many areas of the curriculum, including mathematics assessments by pupils in both year groups. However, its use can be variable and is not monitored for consistency. Provision of interactive whiteboards is a priority of the school

improvement plan and the use of these will enhance the many good quality machines that are already installed in classrooms.

HUMANITIES

65. During the inspection **history** and **geography**, were not a main focus, so judgements are based on an analysis of work, two lesson observations and a discussion with the subject co-ordinator. It is therefore not possible to form an overall judgement about the provision in these subjects. There is every indication from the available evidence, however, that the above average standards and the good teaching, reported in the last inspection, have been well maintained. Taking account of their prior attainment, all pupils make good progress overall.
66. An appropriate range of topics is covered in each subject and pupils have adequate opportunities to develop the relevant knowledge, skills and understanding. Teaching in history is generally very good, at times excellent. There is very good use of questions and answers by teachers, and pupils become interested. A variety of resources is used to good effect. For example, in a Year 2 history lesson, pupils had an excellent opportunity to find out about Florence Nightingale from an old photograph, through talking about the different aspects of history of the period, giving their reasons, reading, and writing their own views. There is good use of a timeline to help develop a sense of where in the past does a famous person or an event fit, for example, Jesus Christ, Guy Fawkes, Queen Victoria, Florence Nightingale and themselves. There was good use of role-play during 'activity weeks' when pupils had dressed up as kings and queens. They have studied the sequence of events during the Great Fire of London and developed a good understanding of the significance of Remembrance Day - by taking part in an organised parade around the school.
67. In both history and geography, a range of visits and visitors plays an important part in making the work more interesting and relevant. In both subjects, inquiry skills are being developed satisfactorily through using printed sources of information and through using the Internet. Teaching is good in geography, often better. Map work skills are developing well through using a range of maps, globes and atlases. Pupils learn about the eight points of a compass, and use these directions to locate objects on a map, for example, in the context of their work on 'Pirates'. The comparative study of places is effective. Pupils in Year 2, for example, have a good understanding of what Hazlemere is like and how it differs from the imaginary island of Struay. They use the Internet to look closely at Coll, on which the 'Katie Morag Island' is based. Likewise, pupils in Year 1 develop a good understanding of near and distant places such as Devon, France, Majorca and Cyprus. They locate real places on maps of the British Isles and of Europe. They are well aware of how they could travel to these places, and if this will take a long or short time by comparison. There are good opportunities to extend pupils' thinking through in-depth discussions, and through pupils' own writing. Pupils are taught to take care of their immediate environment and to help in improving it.
68. The monitoring role of the co-ordinator has improved since the last inspection and is now good: she monitors subjects through examining planning and assessments, and through sampling pupils' work and talking directly to them. There are some opportunities to monitor teaching by direct lesson observation.

RELIGIOUS EDUCATION

Provision in the subject is **good**.

Main strengths and weaknesses

- Achievement is good.
- Pupils discuss spiritual, moral and cultural issues and reflect on their personal feelings and beliefs.
- Pupils appreciate the diversity of cultures within the school community through celebrating festivals from different religions.

- Assessment and recording procedures are underdeveloped.

Commentary

69. Standards of attainment are in line with the expectations of the Locally Agreed Syllabus. Pupils gain a good understanding of Christianity through listening to Bible stories and by celebrating important traditional festivals. They recall the stories well, discuss their hidden meanings and give their own interpretations of morals. They have a good multicultural awareness through celebrating festivals from religions to which some pupils or teachers belong: Hinduism, Judaism and Islam, for example. There has been good improvement in the subject since the last inspection, particularly in teaching. Only two lessons were observed, but these together with the pupils' written work and discussions with pupils, point to good achievement in each year group.
70. Teaching is good. Pupils are given opportunities to discover the meaning behind religions as well as their key features. They respond very well to opportunities to reflect on the implications of what they are being taught. Following a story in Year 1, for example, pupils were able to consider how their own actions might affect others. Relationships are very warm and friendly, and this helps pupils to engage fully in discussions. Teaching makes a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils in Year 2 reflect on their relationships with others and consider those that have special significance for them. They name some of the places of worship and compare how people from different religions might worship in a church, a mosque or a synagogue. There are good opportunities to gain firsthand knowledge and experience of other religions through using visitors, parents and teachers as a source of information. The computer is used to good effect by pupils for their own research, and to look at the school's website, which records events that take place during the 'activity weeks'.
71. The curriculum is broad. Religious education is well integrated with the programme for teaching personal, social and health education and citizenship (PSHCE) – called 'circle-time'. Assemblies also make a good contribution to religious education. Themes are explored through lessons and the teaching points are often reinforced through assemblies as well as 'circle times'. The subject is managed well by the headteacher. Teaching plans are monitored regularly. The scheme of work has been adapted well to suit the needs of the school, but as yet there is no clear picture of the expected standards for each year group. There is flexibility in deciding what to teach and when, which means that different classes in the same year group can have different learning experiences. This is leading to some uneven standards. The monitoring of the subject is not sufficiently rigorous to ensure that there is continuity and a systematic progression in pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. There was insufficient evidence in **art and design**, in **design and technology** and in **physical education** to make secure judgements about provision.
73. No lessons were seen in **art and design** and the work on display represented part of the curriculum only. Nevertheless, Year 2 pupils produced some good quality work on landscapes and discovered that wax crayons are waterproof. A further link with science was made as pupils saw the effect of heat on their wax crayon shaving designs. Year 1 pupils carefully produced a colour wheel, also of a good standard.
74. One lesson of **design and technology** was seen. Year 1 pupils were given a wide range of fruits to look at, smell and taste. This was the first of several lessons, culminating in pupils choosing their favourite fruits to 'design' their own fruit salad. There were strong links to the healthy eating element of science. In the parallel Year 1 class where some pupils were engaged in making a fruit salad, others worked hard and successfully on observational drawings of their chosen fruit. Year 2 pupils had made vehicles from junk materials – individual in design. Most work seen was of a good standard.

75. In the single **physical education** lesson seen during the inspection, pupils in Year 1 moved confidently on apparatus. They improved their balancing techniques on the floor, and on a variety of apparatus. Their co-ordination and spatial awareness were good, and they responded warmly to the teacher's individual coaching. Although teaching was good overall, a brief, unstructured, warm-up game did not prepare pupils fully for the subsequent vigorous lesson. In a brief session seen in Year 2, standards were good overall. Pupils jumped confidently over hurdles, and accurately threw and caught beanbags.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils respond enthusiastically to a very experienced and knowledgeable co-ordinator.
- Class teachers maintain high standards in their own music lessons: teaching and learning are good.

Commentary

76. Standards exceeding national expectations have been maintained since the previous inspection. In a good lesson seen in Year 2, pupils listened carefully when asked to identify instruments in the "Carnival of the Animals". They knew the names and sounds of many instruments, and their musical vocabulary was good. For example, they understood *staccato*, *composition* and *composer*. In this lesson, groups composed percussion music, representing animals. After listening to each piece, the class attempted to match animals to the music by gauging rhythm and tone. Some evaluations were accurate. The teacher had good subject knowledge, and pupils were fully involved throughout this fast-paced lesson. In a brief video recording of their Christmas concert, pupils in Year 2 performed a musical play based on their own storyline. They sang and moved very confidently, without visible adult direction.
77. In a Year 1 lesson, late on a blustery afternoon, pupils returning from the playground settled quickly to discuss 'winter sounds'. They had very good understanding of high and low sounds, and all agreed that a *rest* should represent the sound of snowfall. The teacher arranged the class in a circle on the carpet, and invited them to select and use instruments related to large pictures of winter scenes. They all participated fully, and were adept at keeping silent when she pointed to a snowstorm. A higher-attaining boy described the sound of his instrument as 'Scratchy... like ice skating'.
78. The co-ordinator has excellent subject knowledge, and quickly develops the early skills learned in the Foundation Stage. Resources are very good, and include unusual instruments from a variety of cultures. Some broken instruments are awaiting replacement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. The school's contribution to pupils' personal, social and health education and citizenship clearly has a very positive impact on their behaviour, confidence and self-belief. It is a strong element in the school's curriculum, very well led by a knowledgeable and committed co-ordinator. The school works from the premise that self-esteem underpins achievement.
80. Circle time is timetabled simultaneously for everyone. This makes it possible to group children in a different way: brothers, sisters and cousins can be together at least once in the week, as can pupils from all three year-groups in the school. It helps them to get to know other pupils and to be sociable with them. It also affords the oldest children the opportunity to take responsibility for escorting the very youngest to the right room – quite a feat in this school!

Children learn that it is not only academic prowess that earns acceptance – it's quite OK if you aren't the best at maths!

81. Next term will see the implementation of the Pyramid Trust Self Esteem Project: a good example of the lengths this school will go to in order to help pupils. This is an unusual school for the Trust to be working with, but it is an interesting project. It follows on the heels of the Low Esteem Project, which the school ran in 2002-2003.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).