

INSPECTION REPORT

CHALFONT ST GILES INFANT SCHOOL AND NURSERY

Chalfont St Giles

LEA area: Buckinghamshire

Unique reference number: 110214

Headteacher: Mrs Karol Whittington

Lead inspector: Mrs June Punnett

Dates of inspection: 17th -19th May 2004

Inspection number: 259904

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:	3 – 7 years
Gender of pupils:	Mixed
Number on roll:	229
School address:	School Lane Chalfont St Giles Buckinghamshire
Postcode:	HP8 4JJ
Telephone number:	01494 872160
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Coe

Date of previous inspection: September 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized infant and Nursery school with 229 pupils, including 61 children, who are part-time in the Nursery, and 51 children in the Reception classes. There are similar numbers of boys and girls. The school has changed in character since its last inspection when it was designated as a First school. Numbers have increased since then. No pupils are eligible for free school meals, which is well below that found nationally. There are very few pupils from minority ethnic groups, and none has English as an additional language. Around five per cent of pupils have special educational needs, this is a much lower percentage than is normally found. Five children have a statement of special educational needs, and this percentage is above that normally found. The attainment of pupils on entry to the school is average overall. The school has achieved School Achievement and Investors in People awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17826	June Punnett	Lead inspector	Science, Foundation Stage, art and design, music
9053	Vivienne Phillips	Lay inspector	
32327	Susan Alton	Team inspector	English, design and technology, physical education, religious education.
31222	Susan Croft	Team inspector	Mathematics, information and communication technology, history, geography, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Chalfont St Giles Infant School and Nursery provides a good standard of education.

Good teaching and learning combined with effective leadership and management enables pupils to achieve well. The school has many strengths and provides good value for money.

The school's main strengths and weaknesses are

- By the end of Year 2, standards are above average overall
- The provision for pupils' spiritual, moral, social and cultural development is very good
- Teaching is good in all parts of the school, and very good in the Nursery
- Provision for pupils with special educational needs (SEN) is very good and they achieve very well, but not enough attention is paid to the needs of the gifted and talented pupils in the foundation subjects
- The leadership of governors, headteacher and senior staff is good
- Curriculum co-ordinators do not yet regularly monitor the quality of teaching and learning, although the school has already identified this in its improvement plan

The school has made good improvement since the last inspection in 1998. It has made good progress in rectifying the main weaknesses identified in that report, and made significant improvements in the teaching, assessment, curriculum planning and the provision for higher attaining pupils. Standards have improved in speaking and listening, and ICT. They have been maintained at high levels in reading, writing, and mathematics. In science, standards are not as high as they were in 1998.

STANDARDS ACHIEVED

Achievement is good overall. Children enter the Nursery with average skills, and achieve very well. By the time children leave the Reception classes a good proportion attain above average standards in almost all areas of learning. By the end of Year 2 pupils achieve well in reading, writing and mathematics, but boys did better than girls in writing in the 2003 national tests. Literacy and numeracy skills are well used across the curriculum. Standards in science, ICT, art and design, physical education and religious education are above average. Pupils with special educational needs make good progress, especially in reading. Gifted and talented pupils' achievements are satisfactory. Pupils are not identified early enough and the school does not yet provide for them in the foundation subjects. Higher attaining pupils are given very demanding work to make the best of their skills. These are reflected in the proportion of pupils gaining Level 3 in the national tests.

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

Key: A- very high; A-well above average; B-above average; C-average; D-below average; E-well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' personal qualities and their spiritual, moral, social and cultural awareness are very good. This is why they behave very well, respect other people's views and have very good attitudes to learning. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The good teaching means that pupils learn quickly and make good progress. The curriculum is good and meets all statutory requirements. The good accommodation and range of resources enhance learning. Teachers are well prepared, and are skilled at making lessons interesting so that pupils enjoy learning. They give pupils the confidence to attempt difficult work and take risks with their answers to questions. In the Nursery the teaching of children is very good, and good overall in the Foundation Stage (Nursery and Reception classes); this prepares them well for Year 1. The knowledgeable Foundation Stage staff work very well as a team and provide work that is challenging and fun. The school has good assessment systems to evaluate and track pupils' progress. The teaching of pupils with special educational needs is good and ensures that all pupils have equal opportunities to learn. The curriculum is planned well to provide teachers with a good basis for their lessons. Good provision for personal, social and health education teaches pupils how to live healthily. The very good partnership with parents makes an effective link between home and school. Links with the community are good. Pupils are well cared for and feel confident to ask for help when necessary.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership by the headteacher is good, and her sharp awareness of how to make improvements in the curricular planning has done much to raise standards over the last three years. She is supported very well by the deputy headteacher who plays a key role in school improvement. Good management and financial systems ensure that the school runs smoothly and makes good use of its funds. All staff are clear about their role in the school's improvement and curriculum co-ordinators are developing well in their roles. There is good governance and support from the knowledgeable governing body.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive. They are very pleased with the standards their children achieve, the good quality of teaching and the leadership of the school. Pupils are very proud of their school, and enjoy their work.

IMPROVEMENTS NEEDED

The most important things the school should do to build on the current good practices are to

- Identify more clearly the gifted and talented pupils in the foundation subjects, and ensure they are consistently challenged by the work they are given
- Plan for curriculum co-ordinators to monitor teaching and learning more regularly, so that pupils' achievement is enhanced*

(* This has already been identified in the school's improvement plan.)

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Pupils' achievement is good, and has improved significantly since the last inspection because of the good teaching and good leadership.

Main strengths and weaknesses

- Standards in mathematics have improved significantly over recent years and are well above average
- Standards in reading are well above average; in writing, speaking and listening, science, art and design and physical education standards are above average
- Pupils with special educational needs achieve well
- More able pupils achieve well in the tested subjects
- The needs of gifted and talented pupils are insufficiently identified in some subjects, although satisfactory, is not as high as other pupils

Commentary

1. Pupils achieved very well in the national tests in reading and mathematics last year, attaining standards that were well above the national average. When compared with similar schools, standards achieved were above the national average. Writing standards were lower, but still above average when compared with schools nationally, and in line with similar schools. Standards in science, when compared with similar schools were not as high, as three pupils with special educational needs did not meet the Level 2 standard for seven year-olds. The school has worked hard to raise standards in reading and mathematics, and its rigorous analyses of pupils' results in the tests and good teaching to rectify any weaknesses are clearly having an impact. The raising of standards in writing further is a main priority in the school at present. There has been considerable improvement since 2000 in mathematics, when standards were well below average. The upward trend in results is above that found nationally. Over the last three years, boys have consistently lagged behind girls in writing, but in 2003 the positions were reversed. The school has made good improvements since the last inspection.

Standards in national tests at the end of Year 2- average points scores in 2003

Standards in:	School results	National results
reading	17.2 (18.3)	15.7 (15.8)
writing	16.3 (15.8)	14.6 (14.4)
mathematics	18.0 (17.8)	16.3 (16.5)

There were 50 pupils in the year group. Figures in brackets are for the previous year.

2. This inspection finds no significant differences in standards attained by boys and girls. By Year 2, standards are well above average in mathematics and pupils achieve very well. Their numeracy skills are particularly well developed because of the demanding teaching and the provision of lots of practice to hone their skills. Reading standards are well above average as a result of good teaching of word building skills and the provision of a wide range of exciting books in the school library. Standards in speaking and listening are above average and most pupils speak confidently by Year 2. In writing, standards are above average as a result of the enthusiastic and skilled teaching. In many subjects it was not possible to make secure judgements about standards as a result of the school's timetable. However, there was sufficient evidence to suggest that standards are above average in science, ICT, religious education and music. Evidence indicates that standards are average in design and technology, history, and geography. In physical education and art and design, indications are that they are above average. The big improvement in standards in ICT has been achieved by intensive staff training, and the provision of a good range of new computers. Since the last inspection, because of the strong leadership of the headteacher and senior staff, standards have improved noticeably in reading, speaking and listening, and ICT.

3. Children achieve well in the Foundation Stage (Nursery and Reception classes) as a result of good teaching and the very well planned curriculum. In the Nursery, as a result of the very good teaching and environment for learning children make very good progress. Children join the Nursery with average skills overall. By the end of Reception, most children are working at or above the levels expected of them in all areas of learning. A few children will still be working on achieving the 'Early learning Goals', (the expectations) for five-year-olds when they join Year 1. Children's personal and social skills develop well because of the high expectations of adults and the many opportunities they provide for children to take responsibility for their own learning and look after themselves. The very good early numeracy work prepares children very well for Year 1 and their knowledge of numbers is good. Lots of work on science-based topics and extensive use of the school grounds gives children a thorough understanding of the world around them. In the Nursery, speaking and listening skills have a high profile as a result of imaginatively organised indoor and outdoor resources that give children the opportunity to play, explore and interact.
4. Overall, the standards that pupils attain by Year 2 represent good achievement, and show that they make good progress from their starting points. Pupils with special educational needs do well because of the good systems to identify their particular needs and the good teaching to improve their skills. More able pupils achieve well, especially in reading, writing and mathematics. In the 2003 national tests, the percentage that exceeded nationally expected levels was well above average in mathematics, and above average in reading and writing. In science the overall assessment showed that the higher ability pupils achieved well whilst those with special educational needs, six per cent of the group, did not reach the Level 2 benchmark for Year 2 pupils. The identification of gifted and talented pupils in subjects outside of the core subjects is not yet formalised, and this results in less focussed provision for this group of pupils in relation to their prior achievement.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to work and play. Their behaviour is very good. Attendance is good and pupils are very punctual. Pupils' personal qualities develop very well as a result of very good efforts to foster their spiritual, moral, social and cultural awareness.

Main strengths

- Pupils enjoy learning in a setting that stimulates their own interest in the world around them
- When teaching is at its best pupils relish the challenge of doing their very best to think and to produce very high quality, imaginative work
- Behaviour is of a consistently high standard, which ensures that pupils can make the most of their chances to learn something new
- Relationships are very good so children learn very helpfully from each other and from the example set by adults about how to treat others and work together successfully
- Given the opportunity, pupils of all ages and backgrounds express opinions with confidence and show consideration for others whose views or experiences are different

Commentary

5. As children said "*it's a good school because it has lots of lovely places to play and things to do*". The range and quality of resources outside the classroom, including the millennium garden, gazebo and access to the fascinating world of nature in the school field, add to the interest and curiosity that pupils bring with them into school life. As a result, pupils of all ages notice what goes on around them, ask interesting questions and chatter enthusiastically about what they see and do. They were enthralled by the emergence of butterflies from cocoons, having enjoyed setting up the pavilions, observing pupae and preparing for the moment when the wings first fluttered. The way in which groups of children in one class had chances to watch

the new wings drying, learn about the drops of dye left behind and whisper hushed questions, fostered their sense of wonder admirably. Such opportunities to absorb information, think, and reflect on their experiences enhance pupils' interest in activities and enjoyment of learning.

6. Pupils are exhilarated by the very best teaching, which acknowledges their drive to ask questions, find out things for themselves and 'have a go'. So, they love being active and enjoy making the most of their chances to become absorbed in stimulating tasks. They respond impressively to teaching that inspires them and spurs them to greater effort, as in a Year 1 class where lessons in dance and English focused on expressing the character of a stormy sea, building to highly imaginative writing, well beyond what is usual for the age group. When teaching demands less of them, they are still very willing to follow instructions and do as they are asked, but without the zest apparent in the first rate lessons.
7. At work and at play, pupils behave very well and show warmth, respect and care for others. In lessons, they listen well to each other's contributions, particularly where teachers are very clear that this is what is expected and praise pupils for being attentive. As a result, in a class where pupils had written at such length that time ran out for hearing all the chosen pieces of work, no-one made a fuss when the teacher explained that she would make time later for others to read their stories. This very good behaviour is a key factor in the happy atmosphere at work and play and all that pupils achieve in school. Exclusions are extremely rare and bullying is most unusual but dealt with firmly if it happens.
8. Children with special educational needs display positive attitudes and behaviour and enjoy their learning because they feel valued members of the school community.

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	113	1	
White – any other White background	7		
Mixed – any other mixed background	2		
Chinese	1		
No ethnic group recorded	9		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Very good relationships nurture pupils' personal qualities, such as consideration for others, very well. These qualities also blossom because the school is quick to use opportunities to encourage a sense of wonder, recognise right from wrong and value other people's experiences spontaneously. For instance, a wonderful hymn practice encouraged pupils to sing a favourite African song of welcome eagerly, learn about different Indian drums, the reasons for the rituals linked to playing them and to listen spellbound to their rhythms. They then sang with gusto in different languages, ending in a moving finale of Shalom in Hebrew. This fosters great respect for different traditions and fascination with learning more about them, which is supported very well by lovely displays of artefacts and images of other cultures in school. Pupils of all ages are very open and interested in new ideas and different lives that other people lead, including inspectors, so ask searching questions and listen with care to answers.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good and ensures that pupils benefit from a wide range of challenging and enjoyable activities to develop their skills and understanding. Pupils are well cared for, so that most pupils have equal opportunities and are included in activities. Teaching, learning and assessment procedures are good. The curriculum is well planned, with good opportunities for pupils to enjoy other enriching activities. Very good links with parents support pupils' learning. Good links with the community provide curriculum enhancements. The school benefits from good accommodation and resources.

Teaching and learning

The teaching and learning are good overall. Assessment is good and helps teachers to assess pupils' progress.

Main strengths

- Teachers' very good knowledge of the needs of young children in the Nursery results in them making very good progress
- The overall good planning of lesson and management of pupils' behaviour ensures all pupils have an opportunity to learn
- Teachers' use classroom assistants very well to support learning
- Teachers pay good attention to developing pupils' speaking and listening skills
- ICT is used well to support learning

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	8	10	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

Commentary

10. Overall, the quality of teaching and learning is good. This is a significant improvement since the last inspection, when one in eight lessons were judged unsatisfactory. Some excellent and very good teaching was evident across the school. The best lessons had many very good features such as relationships in the classroom, pace, teachers' subject knowledge and a 'sparkle' that gained, and kept pupils' attention. Occasionally an excellent lesson was seen, for example in English. The teacher's high expectations, enthusiasm and knowledge engendered a commitment in the pupils to learn, resulting in Year 1 pupils producing poetry of very good quality. For example, *'The sea is gentle. The sea is graceful. This is the gentle sea. The sea can be smooth. The sea can be soft. This is the gentle sea.'*
11. The very good quality of teaching in the Nursery ensures that children learn quickly. The adults work in close partnership to provide a wide and stimulating range of activities for children to enjoy. They share a detailed understanding of what each child can and cannot do and this enables them to plan work for individual children. As a result, they make good progress, especially in their reading, writing, speaking and listening, number work and in their understanding of the world. There is a very good balance between structured tasks that teach children important basic skills and opportunities for them to choose activities that develop their independence. A strength of the teaching is the stimulating atmosphere fostered by lively displays and imaginatively organised indoor and outdoor resources. As children move to the Reception classes, their curiosity and overt enthusiasm for learning is less evident. There is a greater emphasis in these classes on more formal work and the environments for learning are

less vibrant and exciting for young children. Overall, the quality of teaching and learning in the Foundation Stage is good.

12. In Years 1 and 2, the teaching and learning are good. Teachers plan well so that most groups of pupils have work that is challenging yet attainable. On some occasions the lesson plans for the gifted and talented pupils are less clear, and this leads to these pupils making slower progress in the foundation subjects. The teaching and learning of literacy and numeracy skills is good and extends pupils to the full. Teachers are particularly skilled at teaching creative writing, and give pupils good opportunities to practice their skills. These lessons have a very good structure so that pupils learn important basic skills and then have a wide range of opportunities to put their new learning into practice. This starts in Year 1 and, by Year 2, and nearly all pupils have a good grasp of creative writing. This has been a focus in the school during the past year, and the improvements made are evident in the pupils' work.
13. Teachers manage pupils' behaviour very well, with a firm but kind approach, and this makes the most of their time in class. They are skilled at giving pupils responsibility for their learning and this develops their independence very well. This is especially the case in science; pupils develop very good investigational skills because teachers set them challenges to discover for themselves how push and pull forces work, for example, or why an electrical circuit is not working. Teachers provide exciting resources to stimulate pupils' interest. In subjects such as science, pupils have a good range of materials to experiment with and this makes learning fun. Assessment procedures are good overall, teachers use these effectively to plan lessons and to assess pupils' progress. This impacts positively on pupils' learning. However, pupils are less sure about understanding how they need to improve their own work.
14. The quality of teaching and learning for pupils with special educational needs is good. The teachers are skilled at preparing material at the right level for these pupils and match work closely to their individual targets. These targets are well constructed, and provide very good guidance to pupils, teachers and the very skilled teaching assistants. The co-ordinator for pupils with special educational needs works closely with all staff to ensure pupils are given the best support, and as a result, pupils make good progress.

The curriculum

The curriculum provision is good. It is broad, balanced and relevant to the needs of most pupils. The quality of the accommodation and resources are good. There are good opportunities for curriculum enrichment outside of the school day.

Main strengths and weaknesses

- ICT is well used as a tool for teaching and learning
- Very good support enables pupils with special educational needs to have full access to learning
- The curriculum in the foundation subjects does not always provide sufficient opportunities for gifted and talented pupils

Commentary

15. The curriculum meets the requirements of the National Curriculum and religious education. There has been satisfactory improvement since the last inspection.
16. In English, mathematics and science, the curriculum is planned to meet the needs of all pupils. In the foundation subjects planning gives insufficient consideration to extending the gifted and talented pupils. Teachers plan carefully for most pupils, and ICT is used very effectively across the curriculum. For example, in religious education pupils learned about a mosque through a "virtual tour". Teaching is enhanced through the very effective use of interactive whiteboards. Good cross curricula links reinforce learning in other subjects.

17. Appropriate arrangements for sex education and the introduction to learning about drugs and medicines, are part of the good personal, social and health education provided. The school works well with the local community and provides a good range of learning opportunities outside lessons including short tennis, Spanish, French, maypole dancing, football and rugby. There is a good range of visiting speakers and visits are used to further enhance the curriculum.
18. Curricular provision for pupils who have special educational needs is very good. Pupils who need extra help are well supported by learning support assistants. Targets set in individual education plans point the way forward and progress made towards them is good. Many members of the school community spoke highly of the provision for those with special needs and commented on their good progress. Although planning caters for the more able, the school has not clearly identified the gifted and talented pupils in the foundation subjects.
19. Good arrangements are made to ensure the transition to the next school is smooth and this includes visits, dialogue between teachers, transfer of information, and invitations to special events.
20. The good quality accommodation is well used. Recently, the school has considered the needs of pupils with physical disabilities and installed a lift, rails and a disabled toilet. The library has been moved to a cottage on site and has been redecorated by the parents. The 'cottage' also houses a cookery room and the top floor is in the process of being converted into a museum. School resources and artefacts will be displayed in the museum and parents are making donations to broaden the exhibition of objects on display. An attractive, millennium garden was funded by the parents and the local community, and this is used across a range of curriculum areas. Overall, resources for learning are of good quality, sufficient range and easily accessible. Displays are attractive and stimulate and support learning. Staff are well qualified and well deployed and of sufficient number to meet the requirements of the curriculum.

Care, guidance and support

The school takes good care of the welfare, health and safety of pupils. It offers good support and guidance to help pupils with their work and personal development. Its involvement of pupils in decision-making by seeking their views, valuing what they say and acting on their suggestions is satisfactory.

Main strengths and weaknesses

- Relationships are very good, ensuring that each child feels very well-cared for and happy at school
- Induction arrangements and a warm welcome ensure that children usually settle in very quickly and move on to their next school with confidence
- Everyday support and encouragement help pupils to want to do well with their work
- Although staff and pupils refer to individual targets regularly, it is not always clear to the pupil what steps to take to reach them
- All required policies and procedures are in place but are not checked and fine-tuned as a matter of course to ensure that everyone, including parent helpers, is up to date and ready to act on them
- Although pupils are articulate and thoughtful they have few formal opportunities to express ideas about what could be done to make the school an even better place to be

Commentary

21. Adults and children get on very well together resulting in a strong community spirit and 'family feel' to the atmosphere in school. This helps pupils of all ages to feel happy, confident and ready to learn. Adults know the children and their families very well, which enables them to pick up quickly on problems and to sense when something special has happened and is worth celebrating, such as a new pet or breakthrough with reading. The warm welcoming atmosphere is used very well to ensure that new children feel at home in the classroom very quickly and older pupils move happily to new schools.

22. The strong level of support in school ensures that individuals are not left to struggle with work they find too hard or do not understand. Adults encourage groups of children to try to do the work set and take time to explain tasks that puzzle them. Although teachers and helpers are quick to refer to individual targets so that the pupil can keep them in mind while working, it is not always obvious what the pupil should do to achieve a target such as “use punctuation correctly”. As a result, although pupils want to do their best, they sometimes lack clear enough guidance for making the swiftest possible progress.
23. The school prides itself on the way it strives to include pupils whatever their needs, and the care and concern given to pupils with special educational needs is very good. Every effort is made to involve such pupils in all areas of school life and the school has productive relationships with outside agencies such as speech and language therapy and the educational psychologist.
24. The school has taken care to ensure that it does all it can to keep children safe and free from harm. It has responded well to suggestions from parents and staff about making the playground safer. Very good attention is paid to road safety and to discouraging unnecessary use of cars for school journeys, including active development of the ‘walking bus’ much enjoyed by those who use it. The school’s arrangements for child protection comply with local requirements, though the key points are not included in written guidance and formal briefings for all adults on site, but shared informally. As with all procedures relating to children’s well-being, the school has scope to be more active in checking that all adults understand their responsibilities and know exactly what to do if problems occur.
25. Pupils have chances to contribute ideas and pose questions in many lessons, but, as yet, have less opportunity to influence school life by taking turns to share their suggestions with staff more formally, although they are well able to do so. Even the youngest children are articulate and perceptive: *“I like to have a look and think what I want to do so I enjoy something new in choosing time”*. On a particularly sunny day, older pupils asked *“why can’t we have more benches and tables in the shade?”*

Partnership with parents, other schools and the community

The school has very good links with parents, good links with the wider community and even better links with its village community, which all make a significant contribution to how much pupils learn and to their enjoyment of school. Links with other schools and colleges are good.

Main strengths and weaknesses

- Parents are very active in the life of the school and in support of all that their children achieve
- The local community provides very enriching opportunities and experiences for pupils
- The school is working actively to encourage involvement of local people and visitors from further afield in its daily life and with the work pupils do
- The school keeps parents well informed but has scope to refresh and enliven written information to foster an even stronger sense of partnership

Commentary

26. Parents’ commitment to their children’s education and enjoyment of school life has a very positive impact on pupils’ personal and intellectual development. Parents do all they can at home to foster enthusiasm for reading, speaking, counting, asking questions, and other basic learning skills. They help regularly in class. They are very active in fund-raising through the PTA (parents’ and teachers’ association) and generate a substantial income each year that has allowed the school not only to buy extra resources but also to pay for additional staffing and photocopying. Parents plan to review the use of this time, effort and money to ensure that these

work in pupils' best interests, to enrich experiences and enhance achievement, and are valued by the school. Although the school carries out two-yearly surveys to check on parental satisfaction, it does not consult parents regularly to seek suggestions for improvement or identify shared concerns. As parents said "queries are dealt with promptly but you would never know whether ten other people had the same problem and it was a wider issue."

27. Information for parents is good overall but without the lively presentation and regular contributions from the children themselves, that signal a first rate partnership. Reports on pupils' progress are detailed but not clear enough about whether achievement is different from, or as expected for their age and capabilities. The best features of reports are the summaries of which personal skills have flourished and pupil's comment about what they enjoyed most. Older pupils sometimes add illuminating reasons. There is scope for them to say where they think they have been more or less successful and why.
28. The school tells parents about its day-to-day life through newsletters and a useful, up to date web-site. As a result, communication is better than at the time of the last inspection. Some documents, such as the prospectus and annual report from governors, give all the required information clearly but not in a colourful, interesting way. Contributions from pupils are rare, so the vitality of the most attractive and informative school documents is missing. This means that links between home and school indicate a very good working relationship rather than an outstanding partnership.

29. Parents of pupils with special educational needs are fully involved in the provision for their children. They have half termly meetings with the headteacher, special educational needs co-ordinator, class teacher, and learning support assistant to review progress. Parents are also given points from the individual education plan to work on at home where appropriate. This provision is very good.
30. The school has become increasingly close to the heart of its community through participation in local events such as the lantern parade, maypole dancing and a float at the village show. As a result, the village contributed substantial funds for new building. Pupils benefit greatly from easy access to local sites, including the Forest School, where they can learn about the natural world and their own heritage at first hand. Visitors from the local area enrich pupils' experiences of art, music, story-telling and local culture. Others from further afield, such as a talented music teacher, strive to deepen their appreciation of diverse traditions. Links with the immediate community are very strong. The school knows it needs to complement these with active work on other faiths, festivals and cultures, which has begun well.

LEADERSHIP AND MANAGEMENT

Leadership and management at the school are good. The headteacher has worked hard to make improvements in several areas of school life. Key staff provide good leadership. Management of the school is good. Governors are highly committed to the school and provide good support and challenge.

Main strengths and weaknesses

- The leadership of the school is good and has transformed several areas of school life
- The school development priorities are prioritised but not costed in the development plan
- The governing body is effective through its commitment to raising standards, its knowledge of the local environment and its support of the local community
- Monitoring of teaching and learning by curriculum co-ordinators is not sufficiently regular enough to bring about sustained improvement in the foundation subjects

Commentary

31. The leadership of the headteacher is good. Since taking up the post she has brought about great improvements in specific areas of school life; ICT, accommodation, resources and staff stability. She has been supported by a highly competent deputy headteacher. The ethos of the school promotes high standards of behaviour, which in turn promotes very positive learning attitudes in the classroom.
32. The school evaluates its performance through questionnaires and consultation although many of these processes are newly established. Subject co-ordinators take their role seriously and ensure through planning and sufficient resources that coverage of their subject is appropriate. They are not yet empowered to monitor teaching and learning regularly to ensure sustained high quality teaching. This is a focus in the school's development plan. The special needs co-ordinator leads staff very well and many members of the school community displayed pride in the way the school strives to include pupils in all aspects of school life. The Foundation Stage co-ordinator leads the phase very well, although still has work to do to ensure that the environment for learning in the Reception classes matches that of the Nursery.
33. The governing body provides good leadership. Governors are fully involved in the life of the school and have extensive knowledge of the local community which they use to the school's advantage. Each governor takes responsibility for a National Curriculum subject and gains an overview of this through interviews with subject co-ordinators and observation in the classroom.

The headteacher and governors enjoy an open relationship and governors are aware of the strengths and weaknesses in the school.

34. The school improvement plan is developed after consultation with governors and staff. It is too short term and actions are not costed, there is room to improve its effectiveness by developing longer-term objectives for the school.

35. Management is good. The school's induction procedures for all new staff are very good and ensure a smooth transition. Continuous professional development is a priority for management and all staff are actively encouraged to update and extend their skills. The professional development of staff was commended in the school's Investors in People award. This is particularly noticeable in ICT where all staff were confident in using the newly installed interactive whiteboards. The school has systems in place which enable effective tracking of each pupils' progress. The school analyses test results to identify areas of development, and use this information to improve pupils' learning in the classroom.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	441561
Total expenditure	442038
Expenditure per pupil	2147

Balances (£)	
Balance from previous year	36419
Balance carried forward to next year	-477

36. The governors through good financial management have been able to make important improvements to the accommodation. Extra space has been created to provide a new staffroom, toilet facilities and extensions to the building. These have improved working conditions for staff and children. The school utilises ICT well for administration. Criteria to determine how well money is spent are well established, and the governors have a suitable finance policy in place. The day-to-day management of finances is good. The small deficit carry forward figure arose as a bill was entered into the system late.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good overall. In the Nursery, the provision is very good.

37. Attainment on entry to the Nursery is average overall. There is, however, a wide range of ability levels with some children's skills below average and others above when they start school. The Nursery provides a very stimulating environment with very good resources. When children transfer to the Reception classes a good proportion of children have already developed above average skills. This represents very good progress for most children. This, alongside good teaching in all areas of the Foundation Stage, enables the children to do well in their Reception year. The overall quality of teaching is very good in the Nursery, and good in the Reception classes. By the time children join Year 1 a good proportion are likely to have above average skills, others average, and few below average skills in all areas of learning. Teachers and teaching assistants work very well as a team. They have a good knowledge of the needs of young children and are skilled at making learning fun for them. The school has very good arrangements for children starting school and very close links with parents to ensure that children settle quickly into school life. Assessments of children are good. Their individual needs are identified early to ensure that all groups do well. Very good management of the Foundation Stage ensures that children receive a broad and interesting curriculum, with a good balance between the teachers' input and children's independent learning. There has been good progress since the last inspection.

Personal, social and emotional development

Provision in personal, social and emotional development is very good.

Main strengths

- Very positive relationships and excellent behaviour
- Very good opportunities for independent learning

Commentary

38. Standards are above average when the children join Year 1, and children achieve well. The high expectations of adults ensure that children know what is expected and how to behave. Teachers teach personal and social skills very well through carefully planned activities. Children work very well in groups, sharing ideas maturely and listening respectfully to each other's ideas. The use of children's independent learning is very well managed. Good organisation of classroom routines teaches children well how to take out and put away their resources without fuss. Teachers provide many good opportunities for children to plan their own activities, and this helps them make important decisions about their own learning. This is especially evident in the Nursery class. Nearly all children are likely to meet or exceed the standards expected of them by the time they have completed the Reception year.

Communication, language and literacy

Provision in communication, language and literacy is good.

Main strengths

- Very good use of role-play areas
- Good opportunities for imaginative play to develop speaking and listening skills
- Good promotion of reading, including ICT and the use of books

Commentary

39. Children make good progress and show good achievement by the start of Year 1. However, a few children are still working towards achieving the Early learning Goals for literacy in Year 1; this is good achievement in relation to their lower starting points. Teachers provide many stimulating activities to develop children's communication, language and literacy skills. Models of a seaside café, shop and a variety of puppets provide exciting means of getting children to talk and experiment with language. Children speak confidently to adults and, during lessons, listen very well to the teacher and to each other. Children recall well the herbivore and carnivore dinosaurs from a previous session. They use the correct terminology confidently and successfully identify the common factors between archaeopteryx and birds. Teachers develop children's early writing skills well, and many are already writing their own names. Children who have been in the Foundation Stage since September 2003 are beginning to produce writing that is within Level 1 of the National Curriculum. Higher attaining children, when asked about their favourite dinosaur, wrote, ' *Tyrannosaurus Rex because he is very big and nasty*'. Children handle books carefully and are beginning to read and write familiar words using their knowledge of letter sounds. Children use ICT confidently to listen to a story about 'Freddie the Fish', they show good computer mouse control when making the starfish jump onto the sand. Parental help is a very good source of support for young readers and writers. The home/school contact books are used effectively to support children's learning. By the time they leave Reception, more than half the children will have exceeded the standards expected of them.

Mathematical development

Provision in mathematical development is good.

Main strength

- The many good practical activities including ICT, to help learning

Commentary

40. Children achieve well, and a good proportion will meet, and some will exceed the expected standards by the time they enter Year 1. Teachers provide many exciting activities to develop children's awareness of number and shape. These include singing activities, counting games and practical tasks such as sorting and making comparisons between shorter and longer objects. For example, when cooking 'cheese snakes' in the Nursery. Most children recognise and name numbers accurately to ten. The more able children add and subtract beyond ten, and are given very good challenges to make the most of their talents. Teachers use displays very well to reinforce the language of number and these give children constant reminders of number sequences. For example, children competently use the number-line to add 16 to two, and to correctly sequence numbers to 20. Children gain a good understanding of time using nursery rhymes, and of money using the role-play areas to practice shopping with coins. As a result of these activities most children recognise coins valued to 10 pence. They develop a good awareness of measurement and capacity through the use of water and sand. ICT is used well to support children's learning, especially when they match the correct number of objects with a numeral.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is very good.

Main strengths

- Teachers' effective use of a wide range of resources
- Children's good independent use of computers

Commentary

41. By the end of the Reception year, nearly all children will have achieved, and some will exceed the standards expected for their age. In relation to their prior attainment this represents very good achievement. They gain a good understanding of the world around them through visits to the village and the school grounds. They learn much from investigating interesting items brought into school such as pupae and sunflower seeds. They grow seeds with excitement and become disappointed when plants fail to grow adequately. A good proportion of Nursery children name the parts of a flower, and accurately sequence pictures depicting the human life cycle. All children express awe and wonder as the butterflies develop and hatch. Children are beginning to understand the difference between the past and present by looking at old and new toys. They develop a good awareness of other cultures by making different types of bread, including matzo, to make links with the current religious education theme. Good opportunities are created through role-play as children wash dollies from differing cultural backgrounds. Children in the Nursery blow up balloons, having great fun as they release them into the air; and blow bubbles to watch the colours in the sunlight. They are fascinated by the colours and with sensitive questioning by the nursery nurse develop their scientific understanding of changes in substances. Most children use the mouse tool on the computer with good dexterity. They are good at moving objects across the screen and using the drawing and painting tools on the computer.

Physical development

Provision in physical development is good.

Main strength and weakness

- The good use of the outdoor area
- The lack of continuous access to the outdoor area for one Reception class

Commentary

42. Since the last inspection the school has developed a good outdoor area, partly due to the enlarged playground space resulting from the recent building works. Teachers make the best use of the available space to develop children's physical skills. The Nursery is especially well equipped for an outdoor classroom. Not all Reception classes have continuous access to a secure outdoor area although much sharing takes place. Physical development sessions take place in the Memorial Hall. A few Reception children find it difficult to control their behaviour in a spacious hall, and run exuberantly around rather than listening to the teacher. Children are mostly confident in dealing with their own clothing needs. In the outdoor areas almost all children pedal and push vehicles with good control and dexterity. Children are given frequent opportunities to develop finer motor skills, such as cutting and sticking, through a wide range of stimulating activities. For example, children make straw dinosaur skeletons, and use scissors competently when cutting gold and silver paper to make coins for the shop. By the end of the Foundation Stage most children will have reached, and some exceeded the expected standards for their age.

Creative development

Provision in creative development is very good.

Main strengths

- The wide variety of stimulating activities
- The very good opportunities for role play

Commentary

43. Children play imaginatively with small figures and dinosaur lay-outs; '*some dinosaurs eat trees but not all of them*'. They use role-play areas very well, and work hard at ensuring that the '*baby stays out of the sun*', by tucking the baby walker under a cover. Children show good skills when using puppets imaginatively in the puppet theatre, thus enhancing their speaking and listening development. Teachers provide many interesting opportunities for children to use paint, different types of pencils, play dough, clay and collage using a variety of materials. Children show good skills when producing pictures of sunflowers and dinosaurs, and teachers make the most of their efforts by hanging their contributions in classrooms and the public areas. Children achieve well when making models such as, those of birds using feathers, glue and scissors, often working very independently. By the end of the Foundation Stage most children will have reached the expected standards for their age, some children will exceed the expectations.

SUBJECTS IN KEY STAGE 1

ENGLISH

The provision for English is good.

Main strengths

- Pupils' creative writing reflects the good quality teaching in this aspect
- Teacher's use of interactive whiteboards stimulate learning well
- The subject area is well managed
- Standards in reading are well above average

Commentary

44. Pupils begin Year 1 with overall average standards for their age. However, standards among individual pupils range from above to below average. Pupils make good progress. Overall, standards in national tests in English have been maintained at a well above average level over the last few years. However, differences between one year and the next relate to differences between individual groups of pupils and there has been an increase in the number of pupils entering the school with special educational needs. There is no consistent pattern of differences in the achievement of boys and girls. Pupils who are not expected to reach national expectations all have identified special needs, however, it is likely that all pupils will achieve their targets. There have been good improvements since the last inspection.
45. Standards in speaking and listening are above average. Pupils ask relevant and sensible questions and listen well in lessons. Teachers make good use of talking partners and pupils listen and respond very well to each other's suggestions and ideas. Standards in reading are well above average in Year 2. Pupils make good progress and show a good understanding of how to tackle new and unknown words. By the end of Year 2, standards in writing are above national expectations overall and show good progress since pupils' arrival at school. Work is usually carefully presented and most pupils are able to use a carefully joined script by the end of Year 2. Overall achievement in Year 2 is good.
46. Teaching and learning in English are consistently good and this is an improvement since the last inspection when a fifth of lessons were unsatisfactory. Teachers make clear to pupils what they are to learn in lessons and check at the end of lessons whether this has been achieved. Lessons have good pace. A very good feature of teaching is the use made of interactive whiteboards, teachers prepare lessons in advance using a range of computer programs including 'power point'. The impact of this is in the engagement and motivation of all pupils and their progress during lessons. All teachers and teaching assistants have a very clear understanding of patterns of learning in English. Lessons are well planned and use carefully directed questioning to ensure understanding and individual thinking and sharing of ideas. Work is effectively enhanced by the use of computers, both to practise basic skills and to develop ideas. Work is well matched to the needs of pupils, including those with special educational needs. Setting in Year 2 enables all pupils to be challenged appropriately. Marking and assessment are consistently good, and help teachers to set appropriate work for pupils.
47. An example of excellent teaching was in a Year 1 poetry lesson. Previously, pupils had explored the movement of the sea in dance. In the classroom, an anthology of poems made from poems pupils had brought from home was used to stimulate discussion; individual pupils read selected poems to the class. The teacher used very careful questions to encourage pupils to think and consider meaning and use of language in these poems. Very good use was made of "talking partners" for pupils to discuss the poems they liked best and why. Their discussions were animated and enhanced as the teacher; teaching assistant and volunteer parent encouraged and praised pupils as they considered their reasons. The teacher constantly referred to the learning intention and pupils were encouraged to assess their own progress in the lesson. Very good use was made of the interactive whiteboard to display photographs to stimulate discussion of a range of adjectives to describe the sea. No opportunities for learning were missed. As pupils thought of an adjective, they were asked to spell it, which most could do accurately, using their knowledge of phonics. Pupils were again stimulated to be active participants when all were asked to stand up and display an

action to their word. The constant changing stimuli, pace, excellent questioning and opportunities for active participation engaged all pupils. By the time pupils came to write their poem, their minds were full of ideas. One child wrote: *"The Sea is a monster roaring in the deep. It's like an angry, stormy cat, clawing at the decks . . ."*

48. Leadership and management in English are good. The co-ordinator is enthusiastic and knowledgeable. Over the last year, she has led staff to produce a portfolio to produce a collection of work checked against National Curriculum levels. This provides a good guide to the standards expected throughout the school and is most helpful when assessing pupils' work.
49. Teachers, teaching assistants and parent volunteers show a strong sense of teamwork and this ensures that ideas and techniques are shared and used consistently. The headteacher, governors and co-ordinator track standards and set targets.
50. Resources are good and the parents have decorated the new library, this has enhanced the environment for learning. A touch sensitive computerised system of borrowing books has been installed, which delights all children and ensures that pupils with physical disabilities can also use the system. Once this room is completed, it will provide a stimulating area to enjoy books, read and research topics. There are well-stocked book areas in each room.

Language and literacy across the curriculum

51. There is good provision for reading, writing, speaking and listening in other subjects. For example, in geography, pupils are encouraged to summarise their research on India and in a history project on holidays they recall their own holidays and compare with those 50 years ago.

MATHEMATICS

Provision for mathematics is very good.

Main strengths & weaknesses

- Leadership in the subject is very good with a clear focus on raising standards
- On rare occasions teaching is sometimes lacking rigour and pace hindering progress
- Planning caters effectively for all levels of ability
- The introduction of interactive whiteboards is bringing benefits to the children's learning

Commentary

52. Standards in mathematics by the end of Year 2 are well above average. This is reflected in recent results and the standards seen during the inspection in pupils work and in some lessons. Standards are high because work is well planned to cater for pupils varying ability even in the Year 2 sets. Pupils are focused and work hard. This shows good improvement since the last inspection.
53. Achievement in the current Year 2 is very good. Pupils are confident with numbers and use a range of mental strategies to reach an answer. The most able articulate their thinking clearly adding multiples of 10 to make a pattern and subtracting a one digit number from a two digit number. Pupils work demonstrates a systematic coverage of the National Curriculum – time, addition, subtraction multiplication and division, shape work and symmetry, estimating and measuring, angles, graphs and investigative work. Work is well presented and children obviously take a pride in their books.
54. Teaching and learning are good overall. In the better lessons, there is a brisk pace and a good variety of strategies so that pupils remain focused and on task throughout. On rare occasions, there is a lack of vigour and pace and pupils are not pushed to achieve their best work. The interactive whiteboards, computer operated wide screens, are proving beneficial to the learning process. In a Year 1 lesson on rotation the concept was demonstrated clearly on the whiteboard and understanding was accelerated because of this. Pupils are generally fully involved in the learning process – through interaction with the whiteboard, targeted questioning

and paired discussion. Pupils assess their understanding through 'a thumbs up, thumbs down' approach.

55. Teachers assess children's work thoroughly across both year groups. Pupils have relevant targets in mathematics. The use of whiteboards enables teachers to spot quickly those pupils who have not grasped a concept. In a very good Year 1 lesson on reflective symmetry the teacher could gauge the understanding of pupils through involving them in the whiteboard activity. Test results are analysed for areas of development and action taken to address them.
56. The leadership and management of mathematics are very good. The co-ordinator is well established and knows the staff and children well. She has begun to monitor the quality of teaching and learning. She has made sure that planning is relevant to the school and that it caters for the abilities of all. Training for staff has been appropriate and has impacted on the quality of teaching in the classroom.

Mathematics across the curriculum

57. Opportunities to teach mathematics in other curriculum areas such as science and geography are taken, and there are cross-curricular links. For example, in a Year 1 lesson on reflective symmetry, when links were drawn with science, literacy and art and design.

SCIENCE

Provision in science is good.

Main strengths

- Above average standards by the end of Year 2
- Good use of ICT to support learning
- Good quality teaching and learning
- Good leadership and management of the subject

Commentary

58. Although only one lesson was seen due to the school's timetabling of science, the evidence shows that standards in 2004 are above average, and pupils achieve well. In 2003, 42 per cent of pupils attained the higher Level 3 in the Year 2 teacher assessments; it is likely that more will do so this year. Although standards are not as high as they were at the last inspection, the school has worked hard to develop science over recent years and with considerable success. Improvements have been achieved by a sharp focus in the school's improvement plan, regular tracking of pupils' progress to see where they need to improve and better teaching of experimental skills. Improvement since the last inspection has been good.
59. Teachers provide many opportunities for pupils to learn through experimentation, and this approach works well. It gives pupils a thorough grasp of how plants grow, for example, and what materials are appropriate for a given purpose. Pupils have a good knowledge of the human body. Through a topic in Year 1 about 'ourselves', for example, they gained a clear understanding of the functions of the main organs of the body and the importance of a good diet and regular exercise to stay healthy. Teachers re-enforce these concepts in physical education sessions well. Pupils have a good awareness of how forces act to push and pull objects and some factors that control the speed of objects, including friction. Pupils' knowledge of plants and animals in the local environment is good as a result of the school's access to, and use of the millennium garden.
60. From evidence in the work analysis, and in the lesson seen the overall quality of teaching and learning are good. Teachers are skilled at presenting pupils with ideas and leaving it up to them to test out their theories. In the very good lesson on materials for example, the teacher set pupils the challenge of showing how to choose the best material to make a rain hat for

Horatio Bear. The teacher provided just enough guidance to give pupils a good chance of success and left them to it. They worked hard to test different theories and methods until nearly all achieved the lesson's objective. Pupils suggested essential criteria as, ' *waterproof, strong and flexible*'. These decisions excluded materials such as, crepe paper and tissue paper. Teachers have a good scientific knowledge and this ensures that pupils learn the correct skills and vocabulary.

61. The leadership and management of the subject are good. The subject co-ordinator has worked hard to raise standards, and the extra focus on investigative and experimental science is beginning to yield good results. The school is aware of the need to develop further this aspect of science and has already included it in the school's improvement plan. The co-ordinator has done much to raise teachers' awareness of the importance of science in the school. The intention is to further develop the use of pupils' science profiles across the school. The monitoring of teaching and learning through lesson observations is however, insufficiently systematic or regular, and this makes it more difficult to raise standards in the subject. The school has already identified the development of the curriculum co-ordinator's role in the school's improvement plan.
62. The provision of specific science areas in all classrooms, provides pupils with lots of reminders about their work. Areas such as 'magnets' and questions designed to aid learning '*what can you find out with a magnet*' enrich the learning. Pupils have benefited from having the 'butterfly pavilions' (constructions where butterflies develop) in their classrooms as this has helped them to develop their scientific questioning skills. ICT is used well to support learning in science.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is very good.

Main strengths

- Good quality resources
- Enthusiastic, well trained staff

Commentary

63. Although only one lesson was seen, other evidence consisted of observing the use of ICT to support other curriculum areas, talking with the co-ordinator and with pupils. In the lesson seen, the quality of teaching and learning were good. Year 1 pupils were working on a computer program identifying materials in their science topic. Pupils worked confidently and achieved good results. This has been one of the focused areas for improvement in the school and the school now has an updated ICT Suite, four interactive whiteboards and laptops for teachers.
64. Appropriate training has developed confidence and capability so that staff have embraced the new technology with enthusiasm. The interactive whiteboards are used extensively across the curriculum and generally enhance the children's learning. As a result of this, pupils' work in ICT is above average and they work with a positive, confident attitude.
65. Leadership and management of the subject are very good with a clear vision of the way forward. The co-ordinator has identified the needs in the subject and worked systematically to address them. Training needs amongst staff have also been addressed so that the school is now well placed to move forward. The school has a small computer suite with 15 computers. Pupils have regular sessions to practise their skills. No clear judgement was made during the last inspection, however, it is clear that the school has moved forward considerably since then in terms of pupils' skills and the provision of resources.

Information and communication technology across the curriculum

66. In art and design and music for example, ICT is used well to enhance learning. Year 2 created sound effects of the sea to stimulate ideas before writing a sea poem. Pupils produced ICT generated pictures of sea-scapes to illustrate their ideas. Staff use the interactive whiteboards confidently and fully involve pupils in lessons, these opportunities provide good opportunities for pupils to practise their skills.

HUMANITIES

67. During the inspection no geography or history lessons were seen, and evidence is from looking at samples of pupils' work, subject co-ordinators' files, displays and talking to pupils. These show that standards in **geography** are likely to be average by the end of Year 2. Pupils talk knowledgeably about different parts of the world and how to get there. They enjoyed their studies of Mexico and could draw comparisons between life in Mexico and life in England. In **history**, standards are also likely to be average by the end of Year 2. Pupils use a time line accurately and have a good historical vocabulary. They have a good understanding of the life of Florence Nightingale and talked enthusiastically about the Fire of London.
68. Although only one lesson was observed in **religious education**, a discussion with pupils and staff and a scrutiny of work, indicate that standards are above average. Pupils have good knowledge of the detail of Christianity and other major faiths.
69. Evidence from past work and the lesson seen indicate that teaching and learning are good. In a very good lesson in Year 2 on the Torah, pupils spoke with their talking partners about their previous learning. They then summarised this information to feed back facts to the class. The teacher took this information and referred them to a carefully prepared 'power point', a computerised active display which presents ideas in a variety of ways. She carefully built new learning onto previous learning using skilled questioning to encourage pupils to consider reasons for the rules around the Torah. The teacher constantly referred to the learning intention and the pupils were encouraged to assess their learning against this. Pupils had previously made a Torah and "aged" some paper with coffee in preparation for this lesson. Each group had carefully thought out questions to support them writing their facts about the Torah on this. By the end of this lesson, all pupils were able to describe how a Torah is made and its importance to Jews and were proud to show their work and talk about it.
70. The curriculum covers a broad range of faiths and customs. Pupils enjoy lessons and they approach the subject with respect and sensitivity. Good use is made of ICT to enhance learning, for example the use of "virtual tours" of places of worship and its use to support lessons.
71. Good leadership and management ensure a consistent approach to the subject across the school. There is a good collection of resources for learning. Standards in religious education have been maintained since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. As no lessons were seen in **art and design**, it is not possible to make secure overall judgements about provision or teaching and learning. Pupils' work and displays around the school, suggest that standards in art and design are above average, and pupils achieve well. Materials are well used. For example, to support their work in history, pupils used materials creatively when creating a collage to represent a hospital in the Crimean War. Year 1 pupils made interesting sculptures using natural materials in the school's woodland area, following a study of the works of Andy Goldsworthy.
73. There was too little evidence on which to base a full judgement on provision or standards in **design and technology**. The subject was sampled by analysing work on display and talking to pupils. This sampling indicated satisfactory achievement and broadly average standards and similar the last inspection. Pupils enjoy design and technology.
74. In **physical education**, only one lesson was observed, which was excellent. Evidence from this lesson, speaking to pupils, observation of pupils at play and the awards that individuals and the school rugby team have received, indicate that standards in several aspects of PE at the end of Year 2 are above average. Resources are good and pupils in Year 2 learn to swim at the junior

school during the summer term. Good use is made of the field. Pupils have access to a range of extra curricula provision including short tennis, maypole dancing, rugby and football.

Music

Provision in music is good.

Main strengths

- Singing is good as a result of the very good teaching by a music specialist
- The school has a good range of instruments to enrich provision
- Music enhances pupils' spiritual and cultural development

Commentary

75. By the end of Year 2, pupils attain above average standards in music. No judgement was made at the time of the last inspection. Pupils enjoy their music making, and their achievement is good. All pupils, including those with special educational needs, make good progress.
76. In the lessons seen the quality of teaching and learning was very good. The organisation of the curriculum results in pupils having good opportunities to develop their musical skills. The pace of lessons is very good and captures pupils' imaginations. For example, the specialist teacher began a Year 2 lesson with a Maori welcome. All pupils became involved by '*hand rubbing*' to create the effects of wind. When introducing a Spike Milligan poem, pupils selected instruments to reflect the background effects of a windy night to accompany the poem. Pupils sang '*I hear thunder*'. The session ended with pupils listening to the Strauss rendition of the '*Thunder and Lightning Polka*'. The '*joined-up thinking*' contributed very well to the progress pupils made in their performance, composition and musical understanding. In a Year 1 lesson, pupils listened to music from South Africa and identified the beat. Pupils successfully created a class composition based on sea creatures. They interpreted the card symbols well, and understood they represent sounds. Pupils followed the conductor well during the performance. As a result of the very good teaching, pupils achieved well and made very good progress in their learning.
77. The singing in assemblies is very good. Pupils sing tunefully and with a good sense of rhythm. They remember tunes and words well and sing with great enthusiasm. Good enrichment activities include visitors such as the Youth Orchestra, and an operatic parent who sang during assembly. Hymn practice gives pupils opportunities to experience music from other cultures. They enthusiastically sing '*Che, Che Kooley*' in two parts; this is an African Swahili welcome. The teacher brings in instruments from other lands and uses part of the allocated time to improve pupils' knowledge and understanding of other cultural customs. On one occasion she told the story of the tabla drums from India, taking off her shoes as a mark of respect. Pupils learn the Hindi song, '*Kisnay Baniya*', which they sang with joy and enthusiasm. The teaching of '*teen tal*' was very competent and resulted in pupils performing according to numbers, hand movements and words. The school song '*You are my brother*', was performed movingly, and this enriching lesson concluded with pupils singing '*Shalom*' in Hebrew and English. These activities made a strong contribution to pupils' spiritual and cultural development.
78. The leadership of the subject is good. There is a clear policy and the school has just purchased a new scheme of work to assist the non-specialist teachers. An assessment sheet is being developed to measure and record pupils' on-going skills. The use of ICT is developing well. The school benefits from having access to the church at Christmas, Easter and at harvest time. Pupils also sing to the elderly villagers at various times of the year. Pupils have access to recorder and guitar lessons in school, and some pupils have piano and violin lessons outside of school. Resources and the accommodation are good and help pupils to achieve well.

PERSONAL, SOCIAL AND HEALTH EDUCATION

79. No lessons were seen in this subject and no pupils' work was available for scrutiny, so it is not possible to make judgements about standards, pupils' achievements or the quality of teaching and learning. The curriculum section of this report judges provision to be good.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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).