

INSPECTION REPORT

JORDANS SCHOOL

Jordans, Beaconsfield

LEA area: Buckinghamshire

Unique reference number: 110241

Headteacher: Mrs.A.Bennett

Reporting inspector: David Whatson
23494

Dates of inspection: 12 – 15 November 2001

Inspection number:

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Puers Lane Jordans Beaconsfield Buckinghamshire
Postcode:	HP9 2TE
Telephone number:	01494 874217
Fax number:	01494 874217
Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Bosson
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23494	David Whatson	<i>Registered inspector</i>	Mathematics; Science; Art; Design and technology; Physical education; Areas of learning for children in the Foundation Stage; Special educational needs.	The school's results and pupils' achievements; How well are pupils taught? How does the school care for its pupils?
9958	Tim Page	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school work in partnership with parents?
23658	Stephen Parker	<i>Team inspector</i>	English; Information and communication technology; Religious education; History; Geography; Music; English as an additional language; Equal opportunities.	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	9
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Jordans School is much smaller than other schools of the same type. It has 66 pupils on roll, aged between four and seven. Pupils are taught in three classes. There are equal numbers of boys and girls. No pupils are known to be eligible for free school meals and none are from ethnic minorities. English is an additional language for two pupils, though neither is at an early stage in learning the language. Pupils' attainment on entry to Reception is higher than generally found for this age group. The percentage of pupils with special educational needs is much lower than the national average and there are currently no pupils with statements of special educational need. The school has very low pupil mobility. A high number of parents from outside the catchment area choose the school for their child because of its small class sizes and friendly, caring ethos. Since the last inspection, the school has had two new head teachers and two of the three teaching staff have changed.

HOW GOOD THE SCHOOL IS

This effective school provides a good education for its pupils. It provides a very warm and caring environment where pupils want to come and learn and this leads to good achievement, socially and academically. Teaching and learning are good and standards are high. The leadership and management of the school are good. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards of work seen are well above the expected level in English.
- Teaching and learning are good, and all pupils make good progress in acquiring skills, knowledge and understanding.
- Pupils are keen to learn and attend very well.
- Very good community links help provide a wide range of learning experiences that pupils thoroughly enjoy.
- Support from parents provides the school with considerable financial resources and most parents are actively involved in their child's learning.
- Leadership and management are good and provide a clear direction for future improvements.

WHAT COULD BE IMPROVED

- Pupils' achievement in mathematics.
- The achievement of high attaining boys in writing.
- The provision for pupils in Reception.
- Procedures to assess, monitor and support pupils' attainment and progress in the foundation subjects.
- Opportunities for pupils to use research skills and to work independently.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of children in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made steady progress since its last inspection in April 1997. The many changes of personnel and in the nature of the school from a first to an infant school has slowed improvement. Improvements in most areas have been achieved by the adoption of new national guidance, but some key issues for action from the last report have not been fully resolved. The leadership of the new headteacher is good and the school has plenty of potential for further and sustained improvement.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A*	A*	A*	A
Writing	A	A*	A	A
Mathematics	A	A	B	C

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E
<i>very low</i>	E*

Pupils make very good progress in reading and their attainment in the national test for seven year olds in 2001 was in the top five percent nationally. They also make good progress in writing and reach standards that are well above the national average. Standards continue to remain at this high level. Compared with schools in a similar context, pupil attainment is above average in both reading and writing. Standards in mathematics have been slowly falling over the last few years though they remain above the national average. The inspection found standards to be above the expected level for pupils this age and pupils make at least satisfactory progress. However, attainment is only average when compared to schools in a similar context and not as high as in reading or writing. Pupils are therefore underachieving in mathematics. Attainment in science is above national expectations, although when compared to similar schools pupil performance is only satisfactory. Most pupils achieve well in most areas of science except in the recording and undertaking of investigations, where their achievement is satisfactory. The difference in test results between boys and girls is marginal except in writing where no boys achieved the higher Level 3. Standards in most other subjects, including religious education, are above those normally found and pupils make better than expected progress in many subjects. The lack of a computer suite has, until now, limited pupils' learning in information and communication technology (ICT), and so their attainment is only in line with that expected for their age. Children in Reception make satisfactory progress so that most will exceed the early learning goals by the time they start in Year 1. Throughout the school pupils with special educational needs, and those learning English as an additional language, make good progress and achieve levels that are in line with the national expectations for their age in most subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are eager to come to school and to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour in and out of class is good. There have been no exclusions.
Personal development and relationships	Pupils' personal development is good and relationships are very good. Pupils help one another and have trust and confidence in the adults at school.
Attendance	Attendance is very good and well above the national average. There is little lateness.

TEACHING AND LEARNING

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

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

The quality of teaching and rate of learning are satisfactory in Reception and good in Years 1 and 2. The small class sizes make a significant contribution to the quality of teaching and overall good progress. The quality of teaching in English is very good due to the pace, vigour and appropriateness of many of the planned learning experiences. This is why pupils achieve so well, especially in reading. Mathematics teaching in the lessons observed was good, offering a range of well organised and resourced activities that engage pupils in their learning so they were conscientious and productive. Mathematics, teaching, however, relies heavily on a commercial scheme that does not meet the needs of all pupils in all areas of mathematics and is a reason for pupils' steady progress overtime and underachievement in this subject. Throughout the school, pupils benefit significantly from a committed team of adults with whom they have very good relationships. These trusting relationships provide a secure environment in which pupils learn happily. Many teachers have consistently high expectations of behaviour and standards and demand that pupils try their best. In most cases, pupils respond well to this, enjoying the challenge, taking pride in their work and behaving well. Clear explanations and well -focused activities make learning both enjoyable and relevant. Teachers create a positive atmosphere for learning, using time particularly suitably, providing encouragement, and recognising pupils' achievements. Pupils are therefore well disposed to learn. The school therefore meets the needs of most pupils reasonably well. In Reception the teachers' planning emphasises a narrow subject focus; this is more appropriate to the needs of children's language and mathematical development, but in other areas of learning they have fewer opportunities to learn through play and experiment than usually found. This and the inconsistent use of support staff and time, especially in the afternoon, mean that teaching and learning are only satisfactory. Homework, that includes regular reading, is frequently set, reinforcing lessons learnt in school and actively encouraging parents' involvement in their child's learning.

The teaching of literacy skills is good; it is very good in reading and is why pupils achieve so well. Numeracy is not taught as well due to insufficient emphasis on the application of mathematical knowledge and skills and is a reason for pupils' underachievement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils' learning experiences are well planned and enriched, especially by links with the community. High quality after-class activities provide further opportunities for pupils' development.
Provision for pupils with special educational needs	The good quality targeted support provided by the learning support assistant and the school's caring ethos enable pupils with special educational needs to make good progress.
Provision for pupils with English as an additional language	The few pupils concerned make good progress because of well structured literacy teaching, appropriate tasks and additional adult support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good guidance is given to pupils by their teachers and through their learning experiences for their moral and social development. Good provision for their spiritual and cultural development is extended through well-planned school assemblies.
How well the school cares for its pupils	Satisfactorily. Due to small class sizes and the caring ethos of the school, teachers know their pupils well and in most cases respond appropriately to their needs. They provide a good level of care emotionally and socially. Academic assessment and support is unsatisfactory overall although it is better in English and mathematics than in most other subjects.

In Reception, the structured approach of providing learning experiences that are based on separate subjects does not reflect current guidance. In Years 1 and 2 the limited range of opportunities for pupils to write or use their research skills is reducing the possibility of very good progress in writing and high standards in subjects such as geography and history. The school works well with parents, the impact of which is significant in maintaining small class sizes and in encouraging the involvement of many in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher offers strong leadership that is well focused on raising standards and improving provision. Teachers have recently taken on responsibilities for managing several subjects each, and are steadily improving the quality of the learning experience that is provided and at times the standards as in art and ICT.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well. It has provided strong support during times of major change, although not all issues from the previous inspection have been closely monitored.
The school's evaluation of its performance	The monitoring of teachers' performance is satisfactory and offers good levels of guidance for future improvements. Test results are analysed and targets for improvement carefully identified to ensure that the best value is gained from all available resources.
The strategic use of resources	The school makes good use of its funds and additional contributions to keep class sizes small.

The number of staff is good, which helps the school to maintain its caring ethos and high standards. However, teaching support assistants are not consistently well used, especially in the Foundation Stage. Resources are good and make positive contributions to pupils' learning. Accommodation is adequate although plans for its further improvement are well advanced at the time of this inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • Teaching and behaviour are good, and children are given the right amount of homework. • School is well led and managed and staff are approachable. • High expectations and the development of maturity and responsibility. 	<ul style="list-style-type: none"> • Extra curricular activities. • Information about how their children are getting on. • A closer working relationship with the school.

The inspection team agrees with the many positive points raised by parents, but finds the quality and range of extra curricular activities are good for the size of school and the age of its pupils. The inspection finds that the school does work closely with parents in many areas, but does not provide sufficient curriculum information for them to be very involved in supporting their children's education at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When compared to all schools, pupils' results in the 2001 national tests, were very high in reading, well above average in writing and above average in mathematics and science. In recent years standards have remained broadly the same in reading and writing, have dropped slightly in science between 2000 and 2001, and have since 1997 gradually fallen in mathematics, with a sharp drop in 2001. Pupils achieve better than expected in reading and writing building upon their higher than average attainment on entry to Year 1. Although progress in mathematics is reasonable, it is not as fast as it could be due a reliance on a commercial scheme. The difference in test results between boys and girls in mathematics reflects the national trend. In reading the difference is less than that found nationally, but in writing no boys gained the higher Level 3. This level of underachievement of high attaining boys was not evident in any of the previous years test results. Inspection findings reflect the above average attainment reached in the national tests for reading and writing, as well as the gender difference in writing.
2. By age seven all pupils reached the expected Level 2 in the national tests for both reading and writing; results are impressive, as shown in the table below. In relation to their above average attainment on entry to Year 1, pupils make very good progress in reading, and good progress in writing.
3. A description of pupil performance in reading and writing compared to all and similar schools.

Level	Compared to all schools		Compared to similar schools	
	reading	writing	reading	writing
Overall	Very high	Well above	Well above	Well above
Level 2 and above	Very high	Very high	Very high	Very high
Level 3 and above	Well above average	Above average	Above average	Average

4. Pupil achievement was not as good at Level 3 writing because all pupils, and especially the older high attainers, have less opportunities to freely record their work in other areas of the curriculum. The progress made by pupils with special educational needs was good and they achieved standards in line with the national average in reading and writing due to consistently good quality support. This gives clear indication of how effective the school's practices on inclusion are.
5. Inspection evidence indicates that current standards in English and literacy are well above national expectations. Teachers' high expectations, the use of specific targets for each lesson, effective use of time and careful instruction engage and motivate pupils so that they achieve well and sometimes very well. In speaking, pupils' skills are far above what is normally expected. They have a good range of sentence structures and vocabulary and use these well in discussions. In most cases pupils' listening skills are very good, especially when engaged by good teaching. Standards in reading are very high as pupils have a strong interest in reading, especially non-fiction books. The use of reading materials graded in very small steps, ensure a high degree of success. Pupils' use of fiction books is slightly less successful as there are currently less opportunities for pupils to use such books in other subjects. Within English lessons the range of writing and the purposes and audiences

for which pupils write are good. They do better than expected because of the strengths in their speech. Pupils write confidently and have neat joined up handwriting; standards of punctuation are very good but spelling is not as strong. Standards of writing are good in other subjects, but the quantity of writing by older pupils is not high, partly because the work offered does not consistently provide them with a great variety of opportunities to record their own work.

6. A description of pupil performance in mathematics and science compared to all and similar schools.

Level	Compared to all schools		Compared to similar schools	
	mathematics	Science	mathematics	science
Overall	Above	Above	Similar	Similar
Level 2 and above	Satisfactory	Above average	Satisfactory	Satisfactory
Level 3 and above	Satisfactory	Very high	Below average	Above average

7. In mathematics and science, most pupils make at least sound progress and achieve standards that are above the national average. The school's performance in mathematics and science was close to the average for similar schools, but below those standards reached in reading and writing. Standards in both mathematics and science were well above the national average in 2000, but they dropped sharply in mathematics in 2001, and slightly less so in science. This was because of the high number of pupils with statements of special educational need, twice the national average. These pupils, achieved well in relation to their own prior attainment, but did not reach national standards. As the cohort for the year group was small, each child represents a large percentage, which can distort the overall good result.

8. Standards in mathematics for seven year olds have been falling slowly over the last few years due to the use of a commercial scheme. This dictates the speed at which pupils learn as it is not matched to the needs of pupils whose standards are above average for their age. Because of this, most pupils make satisfactory progress although good progress is noted in areas such as number work. The use of the scheme and insufficient opportunities for the high attaining pupils to apply their knowledge is causing them to underachieve.

9. Inspection evidence indicates that standards in mathematics and numeracy are above national expectations. Number bonds are very secure and many pupils have a speedy recall of number facts to twenty and some even beyond. Much of their number work is computational and there are few opportunities to explain, discuss, or explore mathematical relationships. Pupils know the names and the properties of most regular two and three-dimensional shapes and use a ruler to accurately measure classroom objects. The collection and use of data handling is more limited, although pupils have used this to group physical characteristics of their class. The formal nature of the National Numeracy strategy provides lessons with a good structure, pace and organisation. Resources are well used to reinforce pupils' learning as well as engaging them in written tasks, but there are too few opportunities in mathematics for pupils to undertake investigations or problems solving and as a result underachievement.

10. Standards in science have remained broadly similar to those identified in the last report and most pupils achieve reasonably well, particularly the high attainers. They have a wide general knowledge and enjoy the stimulus and challenge provided by activities that match the needs of different pupils. These well-planned lessons benefit enormously from good resources and the support of parents and visitors. Nevertheless, within these

activities average attaining pupils have few opportunities to record their own work, or develop their understanding of fair testing. Inspection evidence demonstrates that standards are still above national expectations. Most pupils in Year 2 know that electricity is generated in a power station and then flows through wires until it reaches the mains, at home, after which it is used to power many household machines. Pupils have a good grasp of the basics of simple circuits and use their knowledge to make motorised fans and burglar alarms.

11. Standards in most other subjects, including religious education, are better than those normally found and pupils usually make better than expected progress. Standards have risen in most subjects since the last inspection due to the adoption of official guidelines that provide progression in skills, understanding, as well as knowledge. This is particularly significant in art where standards have risen from below national expectations to above. Pupils make good progress in physical education, reaching standards by the age of seven that are above what is normally expected because of the good teaching and the quality of out of class activities, such as football. The lack of a computer suite has until now limited pupils' learning in ICT, and so their attainment is only in line with that expected for their age.

12. Staff know their pupils well and in many cases provide challenging work for those that are gifted so that these pupils make appropriate progress. However, the school is less rigorous in meeting the needs of talented pupils who do not therefore achieve as well as they could. For example, in mathematics, the pace of work dictated by the use of a commercial scheme, although meeting the needs of many pupils does not meet the need of particularly talented pupils.

13. Attainment on entry to Reception is above the expected level for four year-olds. Children make at least satisfactory progress so that most will exceed the early learning goals by the time they start in Year 1. Pupils with special educational needs, and those learning English as an additional language, make good progress and achieve levels that are in line with the national expectations for their age in most subjects.

Pupils' attitudes, values and personal development

14. Pupils display very good attitudes: they are eager to come to school and learn. Behaviour and personal development are good, and there have been no exclusions. Attendance is very good. These findings confirm the very positive judgements formed at the time of the previous inspection.

15. Pupils' come to school knowing that there is an expectation for them to work hard and behave well. Due to the close-knit community that the school serves, pupils' know that their parents will soon get to hear of any inappropriate attitudes. All pupils respond well to good teaching and interesting activities, both in and out of the classroom. This sustains their good attainment. A small minority of boys can display boisterous behaviour but this does not have a significant impact on learning. Pupils are courteous and trustworthy. They take good care of resources, and the school buildings. They establish a good rapport with teachers and other adults, and amongst themselves. This leads to a purposeful learning environment where pupils grow in confidence and quickly develop good speaking and listening skills. This is evident in many lessons including circle time.

16. Pupils are aware that there are people who hold different beliefs: they showed interest in an assembly where they learnt about two Muslim children. They also know that there are people less fortunate than themselves; they distribute Harvest gifts throughout the village, and are involved in making up boxes of toys for Christmas. There was no evidence of bullying or oppressive behaviour during the inspection. Pupils say that they like school, that there is very little unpleasant behaviour, and that they are confident that they can talk to their teachers if problems arise. Playground observations supported these views: older boys tend to dominate the playground with football, but no pupils appear isolated. These mature and responsible attitudes held by many pupils add considerably to the learning environment and promote the inclusion of pupils with special educational needs and those with English as an additional language.

17. Pupils accept responsibility willingly, they take turns acting as register monitors in each class, and some older pupils put away small items of playground equipment after lunch. However, there are still too few opportunities for independent investigation in subjects such as science, in activities in Reception, or accessing information from computers.

18. Attendance is very good, being well above the national average. There is relatively little lateness so that lessons begin without disruption. This contributes to pupils' good attainment.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching is good; all lessons observed were satisfactory or better. It has improved since the last inspection, where a small percentage of unsatisfactory lessons were observed. Teaching is strong, especially in English and to a slightly less extent in mathematics as the methodology provided by the National Literacy and Numeracy strategies provide a structured approach to the teaching of the basic skills. Teaching is better in Years 1 and 2 than it is in Reception. The pace, structure, use of resources and the range of activities required to meet the needs of pupils of different abilities in Years 1 and 2 encourage all pupils to be productive and develop an interest in their work. Children in Reception benefit from the good teaching in the basic skills but learn at a slightly slower rate than the rest of the school due to the narrowly focused learning activities than are normally seen for children this age, and the inconsistent use of time and support staff in some lessons.

20. The teaching of literacy in all classes, including Reception, is good and sometimes very good and is why pupils perform so well in the national tests. The teaching of mathematics is also good, but it is less effective. Teachers good understanding of the literacy and numeracy strategies lead to particularly well-focused instruction, especially in reading. In Reception, this approach is well suited to the ability and aptitude of many of the children and is why they make good progress. Due to this good level of teaching pupils with special educational needs and those with English as an additional language, learn well. However, the use of a commercial mathematics scheme limits the effectiveness of the Numeracy Strategy as it dictates the speed at which pupils learn, rather than pupils working to their full ability. Teachers make good use of the opportunities to reinforce literacy and numeracy skills by using them appropriately in other subjects, such as science and design and technology. Homework is set regularly, and its focus on the learning of the basic skills of literacy and numeracy supports pupils' learning well. When they are able to, teachers also use ICT to reinforce the teaching of basic skills, but the wider use of computers in other subjects and the development of more independent study skills is not very well planned.

21. Teachers have a good knowledge and understanding of most subjects and use this well to plan work that is interesting and builds carefully upon pupils' previous learning, as in the case of electricity in Year 2. Pupils are therefore more assured of success and good levels of learning. Teachers' sensitive use of questioning ensures that all pupils are included and because of the probing nature of many questions, pupils increase their understanding.

22. Teachers have high expectations of pupils' learning, especially in English. They know their pupils well and often plan and prepare activities for those of different abilities. In many cases therefore, pupils' needs are well met so they concentrate well and are productive in their work. During lessons, all teachers are aware and sensitive to pupils needs, providing appropriate support or challenge when necessary. The high expectations represented in the planning for pupils of different abilities are, however, slightly limited in some instances. In subjects such as geography and history, and to a lesser extent in science, pupils infrequently undertake their own research or express their learning through a wide range of options. In Reception, narrowly focused activities encourage children to develop specific skills or knowledge, especially in the basic skills. However, they do not achieve very well in all areas of their development as there are fewer opportunities to learn through the structured play than is normally seen in the Foundation Stage. The Reception teacher has a sound understanding of how young children learn and her planning takes into consideration the six areas of learning necessary. Detailed planning in areas of language and mathematical development is good and encourages good learning. But other areas such as creative development and the use of the out door area are not as well planned and children's' development is not as great as it could be

23. Teachers manage most pupils well so that classrooms are productive places of work. On a few occasions, a slower response to the boisterous behaviour of a few boys slightly disturbs learning. In the vast majority of lessons, however, the high levels of support and care, made possible by the small class sizes is a great benefit to all pupils. They develop in confidence and apply a good deal of effort to their work concentrating for longer and being more productive than is normally expected for pupils their age. In Reception, good use is made of the baseline to provide targets for children in English and mathematics. However, less use is made of formal observational records by the teacher or classroom assistant that closely monitors and support children's in all six areas of learning. A few tasks in areas such as knowledge and understanding are not quite as engaging.

24. Lessons have a good pace, particularly in English and mathematics, and this encourages pupils to be productive and remain on task. In Reception, morning lessons are well planned and pupils are productive because of this and the good use of time. This is not always the case in the afternoon where a few sessions are not very well planned.

25. Resources are used well, especially in Years 1 and 2, to make pupils' learning more relevant and interesting, as in the case of the art lesson in Year 1, and the science and design and technology lessons in Year 2. Pupils, therefore show interest in their work, settle quickly, and stay on task well. However not all the resources in Reception are used as well. The closely focused lessons do not provide many opportunities for children to freely choose their own resources in order to develop their independence. The outdoor area, the home area, and the role-play box are not planned very carefully so some opportunities to develop children's independence and creativity are lost.

26. The effective deployment of the learning support assistant for pupils with special educational needs ensures that through her good interventions and knowledge of them, these pupils they pupils make good progress. Good use is made of the specific targets in these pupils individual education plans so that many of them achieve well. In Reception,

the deployment of classroom assistants to work with small groups is effective and these children are engaged in their work and make good progress. However, this is not always the case, as in a physical education lesson, and interactions with the children at other times are limited, thus reducing the potential for good learning.

27. Pupils frequently receive appropriate levels of praise and encouragement both of which foster the schools caring ethos and encourage pupils to work hard. Their work is regularly marked. Teachers frequently make positive comments and sometimes identify weaknesses. This, however, is not consistent across the school or in all subjects, so pupils do not always know what they need to do next to improve their work.

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

28. The quality and range of opportunities for learning are good for pupils aged five to seven and are greatly enriched by very good links with the community and good quality out of class activities. Learning opportunities for Reception children are sound. Some match needs well, but there is less emphasis on learning through play than suggested in national guidance. Planned learning experiences meet all statutory requirements and the fostering of pupils' personal development is good.

29. The curriculum for children aged under five is satisfactory. It has improved since the last inspection and is broadly based on the official recommendations for this age group, and so these children make sound progress towards the 'early learning goals'. The school is most successful in the formal teaching of basic skills, which means that children are well prepared to begin the National Curriculum at age five.

30. The school continues to offer a good curriculum for all pupils as it did at the last inspection, although it has improved slightly due to the adoption of much recent national guidance. It includes religious education and all required subjects of the National Curriculum, enriched by a good range of experiences, visits and special events of high quality. It is an inclusive school as all pupils are involved in all aspects of the curriculum and in most cases have their needs appropriately met, except the high attaining boys in writing. Teachers have worked hard to update subject policies and schemes of work, guided by official recommendations, and this has corrected omissions noted in the previous report. The programmes of study for art and information and communication technology are now satisfactory, though that for information and communication technology is not fully in place, particularly in respect of its use in other subjects.

31. The national strategies for literacy and numeracy have been adopted well, and planning is securely based on their official frameworks and standards continue to be very high. Standards in mathematics remain secure in number work, reflecting the priority of the National Numeracy Strategy. However, as much of the work in mathematics is based on a commercial scheme standards are lower in using and applying mathematics in practical situations. Science planning is secure, and pupils have very good theoretical knowledge, though they are much less secure in carrying out practical investigations. The planned activities do not give pupils a great many opportunities to plan and carry out fair tests and record their findings in a variety of ways. This reflects a weakness noted in the previous inspection, that pupils do not have enough opportunities to use their initiative and take responsibility for their learning.

32. The school makes imaginative use of a different topic each term to make links between subjects. For instance, the current topic of 'Celebrations' focuses on work in art, history, geography and religious education, among others. However, the research and

recording of these topics is not very well planned to capitalise upon pupil's literacy, numeracy or computing skills. For example, new computer software as a medium in art leads to good standards of work. Nevertheless, in other subjects, there is not enough use of computing skills, such as word processing and data recording, and this is limiting the development of pupils' computer skills.

33. There is a wide range of good quality extra-curricular activities. These include gym club, tennis and football, French, and recorders. All pupils in Year 2 two participate in the football coaching that is provided by Wycombe Wanderers F.C. Provision for personal, social and health education, is good. The teaching of specific themes, such as healthy living in science is developed further in assemblies and circle time. Visiting speakers who represent a broad spectrum of faiths and cultures enrich the content.

34. The contribution of the community to pupils' learning is very good. Pupils learn about the Quaker heritage of Jordans Village, they visit the local 'Monet' garden with their sketchbooks and observe the workings of the village shop. A local firm sponsors the school's signage while staff from an international medical research company, based nearby, talks to pupils about science and health related issues. The school has established very good relationships with local schools. The local nursery visits Reception class and pupils in Year 2 visit the middle schools of their choice in the summer term before transfer. One of the middle schools shares its swimming pool with some of the Year 2 pupils and provides transport. Co-operation between the local schools cluster group leads to more cost effective staff training, and jointly arranged school trips which would not be viable for a small school acting independently.

35. The school continues to make good provision for pupils' spiritual development. Well-planned school assemblies promote spiritual development, with an act of worship at their centre that includes joyful hymns and sincere prayers. Very thoroughly planned topics for assemblies involve pupils across the age range and give them much to think about. The moments of silence allowed are significant and very sensitively handled, giving pupils a clear focus for their thoughts so that they link their past experience to their new learning. This appreciative and thoughtful approach to learning continues in lessons, where pupils are encouraged to reflect on their own experiences and explore questions of meaning and purpose. Teachers value pupils' ideas during lessons, while discussions in circle-time are used well to develop knowledge and insight into other values and beliefs.

36. Moral concerns are well integrated into the ethos of the school, with physical and emotional well being of others evident in all aspects of school life. Adults promote values of honesty, fairness and truthfulness in their caring relationships with pupils. Simply expressed rules have a positive focus. Teachers control behaviour through encouragement, stressing principles of fairness and self-respect and encouraging reflection on the consequences of one's actions. The effective use of school assemblies as a platform to celebrate pupils' achievements and experiences strongly reinforces pupils' moral development.

37. Pupils develop good social skills in the positive working atmosphere in lessons, where they learn to work alongside each other and in collaboration. All pupils take turns in helping with routine classroom tasks, and some older pupils are given more responsibility, such as taking charge of the tape player in assemblies. Pupils develop wider understanding of citizenship through taking part in charitable fund-raising and hearing of the experiences of a wide range of visiting adults.

38. The curriculum makes a good contribution to pupils' understanding of British and other cultures. The study of the principles and practices of other faiths in religious education, and the inclusion of major festivals in the programme for assemblies all add

positively to pupils' wider cultural awareness. As part of their study of India in geography, Year 2 pupils met an Indian visitor who showed them how to wear a sari and delighted them by drawing traditional patterns on their hands. The playing of a wide range of music by famous western composers in assemblies actively promotes pupils' cultural development. However, the range does not strongly reflect the cultures presently being studied, for example the theme of India in Year 2.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Procedures for child protection and for ensuring pupils' care and welfare are satisfactory overall, as they were at the time of the last inspection. The monitoring and promotion of good attendance and good behaviour are effective. Teachers and support staff know the pupils well and provide good personal support and guidance. In some, but not all subjects, the monitoring of pupils' academic progress has improved since the last inspection. In these subjects it now provides direction and guidance in targeting appropriately focused support, resources or planning to meet a range of needs.

40. The procedures for health and safety are good, although those for child protection less so. Annual checks on all equipment and regular risk assessments ensure that pupils learn in a safe environment. There are qualified first-aiders and appropriate records keep account of any accidents. The school promotes a healthy lifestyle and has good links with the local community whereby visitors come into school to discuss a wide range of health issues, or promote fitness activities such as football and tennis. The school is small and teachers know all their pupils well. All teachers have a copy of child protection procedures that they know they need to follow, but formal training, and policy updating, has not been rigorously undertaken; this will soon be addressed when the headteacher has completed her training.

41. The steps taken to monitor and improve attendance are good. The school secretary, who makes telephone enquiries if absence remains unexplained after the first day, oversees registers. Parents are well aware of their responsibilities and attendance is well above the national average. The attendance rate has improved considerably since the last inspection, when it was satisfactory.

42. Parents are aware of the school's behaviour expectations from both the prospectus and the home/school agreement. Pupils know them better through the 'Golden Rules'. Teachers monitor behaviour effectively through the awards and sanctions programme and, because the school is small, can discuss concerns with colleagues and provide appropriate support to a pupil where necessary. The procedures for monitoring and eliminating oppressive behaviour are satisfactory. The school relies on knowing its pupils well and deals effectively with issues as they arise, often in co-operation with parents. However, the behaviour policy contains little explicit guidance on bullying, and there are no formal incident recording procedures.

43. Due to the small class sizes and caring ethos of the school, all teachers and classroom assistants know pupils well, especially their social, physical and emotional needs. They informally, but carefully, monitor their needs and development. In many areas, the quality of teachers strongly support pupils' personal development. The introduction of circle time, elements of personal, social, and health education into assemblies, science lessons, and class discussions have all contributed to the strengthening of pupils' personal development. Informative comments in all pupils' annual reports summarises these developments and keep parents well informed.

44. In English, mathematics and science staff regularly discuss pupils work and match it to specific criteria to judge their attainment and progress. This provides valuable information to target resources, identify groups of pupils of similar abilities, and broadly set work according to pupils needs. This information, however, does not closely inform teachers planning, and in mathematics, for example, the challenge for the most able pupils is not always very high. In many other subjects, such as geography and history, procedures to assess pupils' attainment and progress are rudimentary. Except in writing, assessment information is not used well to set the kind of targets that help pupils take the next step in learning. However, a new computer based programme is currently assessing pupils' attainment very closely in mathematics and has the potential to provide detailed information to both monitor and support pupil progress.

45. In Reception, good use is made of the information from the baseline assessment. It assists in the allocation of resources, the planning of future work, and setting of targets for all children, especially in English and mathematics. Inefficient use is made of this information to inform children's development in other areas of learning. Regular, but informal, observations and staff discussions ensure that many of their needs are met; children are therefore at least happy and make progress. Such observations are not rigorously recorded and therefore their impact on monitoring children's achievement and informing teachers planning is not as effective as it could be.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents, including those whose children have special educational needs, have very positive views of the school. The very good support given by parents and recognised in the previous report continues to benefit both the school and pupils learning. Almost all parents say that their children like school, and that their behaviour is good. They also agree that the school expects pupils to work hard and do their best, and that they would feel comfortable approaching the school. A small minority raised concerns over the range of extra curricular activities available, the amount of information about pupils' progress, and how closely the school works with them. Inspectors largely agree with all of these comments except that the range of extra curricular activities is good, given the age of the pupils and size of the school.

47. The school is welcoming and accessible, and many parents take the opportunity to discuss their child's progress at the beginning and end of the school day. Good use is made of the reading diary as a means of communication. Both parents and inspectors consider that the amount of curriculum information sent home is adequate. Parents receive notice of termly topics, and are invited to attend 'show and tell assemblies that have specific subject themes. However, this remains insufficient to enable parents to give targeted support to their children's education at home, other than by hearing their child read. Pupils' reports make clear to parents the work that their child has covered. However, they are less successful at setting targets for improvement.

48. The impact that parents have on the work of the school is very good. Their continuing financial support through individual donations and by supporting the many activities arranged by the Jordans School Association, (JSA), is critical in sustaining small class sizes, and the benefits are reflected in the pupils' relatively high attainment. Parents also support the provision of good quality educational resources, such as staging for the school hall, and expertly lead extra curricular activities like the football training provided by Wycombe Wanderers F.C. Approximately twelve parents help regularly with reading in school, and others volunteer from time to time, as in science, if they have a particular skill to share.

49. Parents value the importance of good education, all sign the home/school agreement, and prepare their children to work hard at school, and do well. The overwhelming majority of parents ensure that their children are punctual, and attend school regularly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good, as they were at the time of the last inspection. The new headteacher, supported by the governing body, provides good leadership; there is a clear path for the school set out in the well-developed school improvement plan. The governors and teachers have succeeded in maintaining many high standards at time of considerable change. Each teacher is responsible for many subjects and they do this adequately, in the very limited time they have available. The school makes good use of the resources available to it for the benefit of pupils currently in the school. As it did at the time of the last inspection, the school provides good value for money.

51. The new head teacher has made a decisive start in appraising the school's qualities and needs, and has made a very good impact in a short time. To do this, she has made effective use of the new performance management procedures to support teachers and has analysed National Curriculum test results to identify areas of weakness. As a result, she has set out a clear path to guide the school's future improvement. The school's caring and inclusive ethos where all pupils are valued and encouraged is strongly supported by parents and the community.

52. The support given by teachers and the governing body to the new headteacher is impressive and shows that the school has a good capacity to succeed. The co-ordination of special needs is good. The careful following of the code of practice means that pupils' needs are well met and resources spent where they are most needed. Particularly good levels of communication between the special needs co-ordinator and the learning support assistant ensure that the frequently reviewed and updated targets within pupils' individual education plans - and their constant use - reinforces pupils' learning. There is no deputy head and the approach taken to lead and manage many areas of the school is a collegiate one. Teachers are hard working and conscientious. They have recently taken on substantial responsibilities for subject leadership, and this has improved the management structure. Their work in developing subject policies and schemes of work has already had a positive impact on provision. The development of a new staff handbook ensures agreement on common approaches and promises a sound level of support for new staff and students.

53. The monitoring of teaching is satisfactory. There is no existing arrangement for teachers as subject leaders to observe lessons, though staff discuss teaching methods, examples of work and the quality of planning under the leadership of the headteacher. Her observation of teaching as part of the new performance management strategy identifies priorities for teachers' personal and professional development, and these link appropriately to the school improvement plan. The headteacher has also observed lessons in her role as subject leader for English, and staff have a clear understanding of the qualities that lead to high standards in this subject. Training in ICT has been a recent priority, which has been successful in developing teachers' skills and confidence so that they are better able to plan uses of ICT across the curriculum. It is a good feature that the learning support assistant, who works with many of the pupils with special needs, has attended training in Early Literacy Support. Staff attend many courses that support the identified areas for development in the school improvement plan. For example, the successful adoption of much of the new national guidance on the teaching of subjects such as art and physical education, is helping to raise standards. However training to support the introduction of the new Foundation Stage curriculum has only been very recent.

54. The governing body makes a good contribution to the work of the school, successfully steering it through two changes of headteacher and the loss of the Year 3 age group since the previous inspection. Governors continue to be very effective in raising funds to pay for additional teaching so that class sizes remain low. In this, they have secured the generous support of parents, whose commitment to the school is very strong. They have recently secured good quality resources for ICT and are moving forward with determination to improve the accommodation. They understand the school's academic strengths in broad terms, but not all curriculum weaknesses noted in the previous report have been corrected, notably the curriculum for children aged under five. The governors have very strong structures and procedures to enable them to monitor the school's performance in detail. However, they are hampered by a lack of precise information on standards in subjects other than English, mathematics and science, where data is available from national tests and tasks.

55. The well developed school improvement plan sets out clearly defined targets. It provides a timescale for improvement, identifies the resources needed and the criteria against which achievement is measured. Well chosen targets reflect the school's needs across the range of its work. The action taken to date to meet these targets has been satisfactory overall. Nevertheless, action taken to address the slippage in mathematics results and the introduction of rigorous monitoring of standards in other subjects have not been wholly successful. In drawing up its improvement plan, the school takes account of parents' views, professional advice and consideration of how well it is performing compared with others. As a result, in allocating resources it applies the principles of best value well.

56. The match of teachers and support staff to the demands of the curriculum is very good due to considerable financial support from parents. This enables the school to maintain small numbers of pupils in all classes and pupils benefit from close supervision and good levels of care. Two of the teachers are part time. As communication is so good between teachers, the quality education provided is seamless, and the school has a great asset of tapping into a pool of supply staff who are very well known by all the pupils. Well deployed staff and the good use of teachers' expertise, as in science, positively supports pupils' learning. The number of hours available for classroom assistants to support pupils is in line with the national average. At times the good knowledge and experience that they have is deployed well and benefits pupils learning. However, this is not yet consistent, especially in Reception.

57. Accommodation in the school is satisfactory. The school is in a pleasant, quiet setting. The school's own bluebell wood provides a wonderful natural habitat for study. Many of the classrooms are quite large, light, and airy, and in some cases the displays greatly enhance the learning environment and involve pupils in their own learning. The library is central to the school, easily accessible to all classes and is regularly used. The new computer suite is a great addition to the school since the last inspection, although its use has yet to be fully integrated into teachers' planning. The hall is large and gives pupils good opportunities for movement in physical education. The school also has the benefit of a large playground giving plenty of space for energetic and fun activities. The outdoor area for children in Reception is barely adequate. It has improved since the last inspection and there are plans to improve it further to provide easier access and greater all round use, as well as more play equipment. The good range of learning resources in nearly all subjects promotes good opportunities for learning. In the great majority of activities they are used well, although a few of those in Reception, such as the home area and role play box were not seen to be used during the inspection, and are not clearly planned for in the children's development.

58. Financial planning is very good. The school takes great care to spend its available budget for the benefit of pupils currently in the school, and supplements it through considerable efforts and the generous support of parents. Budgeting is thorough, systematic and based on a good understanding of the needs of the school. Grants for specific purposes are used very effectively to have a positive impact on learning, for instance in supporting pupils with special needs. The secretary helps the school to run smoothly on a day-to-day basis, with routine tasks such as the upkeep of attendance registers well managed. Sound use is made of information and communication technology in monitoring the budget and maintaining attendance and academic records. The recommendations of the last financial audit are in place.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To improve the school further and raise standards, the headteacher, governors, and staff need to:

- Raise pupil achievement in mathematics by:**
 - * improving the opportunities for pupils to apply their mathematical skills, knowledge and understanding;
 - * matching the curriculum to the needs of all pupils.

- Raise the achievement of high attaining boys in writing.**

- Improve the provision in the Foundation Stage by:**
 - * planning the curriculum and learning activities to reflect current guidance on learning through structured play;
 - * consistently involving support staff in planning, teaching, and assessing;
 - * developing and using comprehensive procedures for monitoring and supporting children's learning in all six areas of learning;
 - * providing a good range of resources to meet the needs of the curriculum.

- Develop procedures to assess pupils' attainment and progress in the foundation subjects and use this information to inform teachers' planning and to identify the next step in pupils' learning.**

- Provide pupils with more opportunities for independence in:**
 - * finding information from books, and from computers;
 - * carrying out practical investigations.

*** Denotes an area already identified in the school improvement plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	14	6	0	0	0
Percentage	0	8	56	36	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	66
Number of full-time pupils known to be eligible for free school meals	0

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	9	13	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	22	22	21
Percentage of pupils at NC Level 2 or above	School	100(100)	100(100)	95(100)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	22	21	21
Percentage of pupils at NC Level 2 or above	School	100(100)	95(100)	95(100)
	National	85 (84)	89(88)	89(88)

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

The test results for boys and girls have been omitted as the number of boys was fewer than ten, numbers are therefore too small for comparisons to be made.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes:**

YR – Y2

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	16.7
Average class size	18.6

Education support staff:

YR – Y2

Total number of education support staff	2
Total aggregate hours worked per week	46.25

*FTE means full-time equivalent.***Financial information**

Financial year	2000/2001
----------------	------------------

	£
Total income	160,064.00
Total expenditure	156,242.00
Expenditure per pupil	2354.00
Balance brought forward from previous year	3610.00

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	48
Percentage of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	7	0	0
My child is making good progress in school.	51	38	2	0	9
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	43	49	4	0	4
The teaching is good.	53	38	2	0	7
I am kept well informed about how my child is getting on.	30	51	13	4	2
I would feel comfortable about approaching the school with questions or a problem.	62	31	7	0	0
The school expects my child to work hard and achieve his or her best.	59	34	2	0	5
The school works closely with parents.	47	38	11	0	4
The school is well led and managed.	34	41	2	0	23
The school is helping my child become mature and responsible.	47	42	2	0	9
The school provides an interesting range of activities outside lessons.	28	45	20	0	7

Summary of parents' and carers' responses

The great majority of parent's views and comments expressed both in written responses and at the parents meeting were very positive.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The school has made acceptable improvement in the quality of its provision for children under five. In Reception, the planning of the learning experiences in Reception to take account of national guidance has addressed, in part, a key issue from the last inspection: 'improve the curriculum to take account of the six areas of learning'. However, a little further improvement is still required.

61. The Reception is a self-contained unit in the main building. Although there is access to a secure, outdoor area the range of equipment it offers is barely sufficient to meet the needs of all the children. The area itself is not undercover and does not allow for all year round use, thus limiting children's physical and creative development. There are plans to enhance the outdoor area. Plans to use the area are not very detailed and the link between the indoor curriculum and out door activities is not always continuous.

62. Admissions to Reception take place in September and January. The oldest children start full time in September, with the youngest starting part time at the beginning of the academic year and then full time in January. Staff are sensitive to the needs of young children and admission arrangements reflect this. There are very good links with the local nursery. Staff work hard to establish a good relationship with parents and involve them in their children's learning by holding open afternoons and meetings to discuss children's individual targets.

63. Assessments on entry to Reception indicate that the general level of attainment is above the level expected for children of this age, with particular strengths in language skills. By the time they transfer to Year 1, the majority of the children exceed the standards expected nationally in all areas of learning.

64. The teaching and the quality of curriculum offered to the children give them a sound foundation to their school life. They make satisfactory progress in most areas, but good progress in language development due to the carefully planned and structured lessons. Planning takes into consideration the six areas of learning but many activities are based on a structured subject approach. This is more reminiscent of Key Stage 1 rather than of the practice of learning through play and investigation that is normally seen in Reception classes, or that is promoted in national guidance. Although this narrower and more focused structure is more appropriate for the development language and mathematical skills for the many able children in Reception, the lack of structured play and investigations lessen the impact of well planned lessons in areas such as knowledge and understanding and creative development. However, the adequate planning and teaching still ensure that children are continually gaining new skills and knowledge. The careful planning of whole weeks activities ensure that children who only attend in the morning experience all six areas of learning during the week.

65. The teaching is satisfactory overall but better in more structured lessons of language and literacy, and mathematical development. The good adult child ratio in the Foundation Stage is important in providing all children, especially those learning English as an additional language or with special needs, close supervision so they all make at least satisfactory progress. The teaching of the basic skills of literacy and numeracy is good, and this ensures that children have solid foundations in both of these areas. The teacher has a reasonable understanding of how children learn in relation to national guidance. She has reasonable expectations of what children of this age can achieve through an appropriate curriculum. She has established very good relationships with the children and they

therefore enjoy coming to school. There are good expectations of children's behaviour and the orderliness and purposefulness of the class reflect this. Most planned activities are prepared well so that they make good use of time and available resources, especially in the morning sessions.

66. The contribution made by the learning support assistant is inconsistent and does not significantly enhance children's learning. The planning of activities and the assessing of children does not fully involve the learning support assistant and, even though she can be deployed well, her interactions with children are sometimes limited, thus reducing the potential for good learning. The planning for the afternoon sessions in which only eight children attend is not very detailed. In particular, the structured play sessions have little focus that would guide and refine children's learning.

67. The effective administration of the baseline and the analysis of results provide groups of children with targets in language and literacy, and mathematical development. It also assists the teacher in allocating resources and the planning of future work. However, children's development in other areas is not as good, as this information is not consistently well used. Regular but informal observations and discussions between staff ensure that children have many of their needs met: they are happy and making progress. However, these observations are not rigorously recorded and therefore their impact on monitoring children's achievement and informing the teachers' planning is not as effective as it could be.

68. Overall, provision for children in Reception is satisfactory.

Personal, social and emotional development

69. There is an appropriate emphasis on the personal and social development of children in Reception. By the time children transfer to Year 1, they achieve above expected standards in this area. This represents acceptable achievement and reflects the sensitivity of teaching and the caring ethos that helps develop children's confidence. Children are very aware of routines. They come into school smiling and eager to learn and they tidy up at the end of lessons, taking care of equipment. When in groups they work well together, and have developed the ability to sustain concentration for reasonable periods. Children take turns sensibly and learn to listen to others in whole-class lessons.

70. The teaching is satisfactory and many planned activities support this area of development, for example sharing and turn taking during practical activities. However, many activities are so tightly structured, (as in aspects of knowledge and understanding of the world) or so loosely structured, (as in aspects of creative development), that children do not have an extensive range of quality opportunities to develop independence.

71. Staff provide good role models for children personal development. The teacher and the learning support assistant usually involve themselves appropriately with children during activities and sometimes provide good support by the way in which they talk to and question the children. The fostering of children's spiritual and cultural development through stories and assemblies, and the general ethos of the school are good. Children come to school with positive attitudes to school, which provide a good foundation for their school life.

72. The school has maintained the standards noted at the last inspection, but as in the last inspection children continue to have insufficient opportunities to be independent, to make choices for themselves, and to use their initiative.

Communication, language and literacy

73. Most children make good progress in language and literacy. The majority will exceed the standards expected of children this age in all aspects of literacy, but especially in the early skills of reading. The teacher and classroom assistant emphasise the development of speaking and listening skills. Pupils' learning is, however, not continuous, as every opportunity, by adults, to intervene and question them during activities is not well used. The careful explanation of words, stories, and rhymes deepens all pupils' understanding of language, particularly any who may be learning English as an additional language. The latter are well supported and encouraged to develop their literacy skills but do not have their needs regularly identified in teachers' planning.

74. The Reception teacher incorporates elements of the literacy hour that provide lessons with a sharp focus. This focus is rather narrow and does not reflect current national guidance. It does, however meet the needs of the most able children. The systematic teaching of phonics is good. Because of effective word work, that link letter sounds to letter formation, children make good progress. Well-prepared group activities for children of different abilities ensure that they concentrate for longer than expected. However, the use of worksheets narrowly focuses the lesson so children do not have a very wide range of stimulating literacy experiences that develop their interest as well as their independence.

75. Writing is encouraged. Children are aware of where to start on the page and they show an increasing awareness of how to form letters. The teacher regularly reinforces this during carpet session, but during the inspection children were not directed to areas to undertake their own independent writing. Early reading skills are encouraged. In Reception class, children take books home to share with their parents. They happily share their books and talk about them with adults. They are aware that pictures tell a story and that the print conveys meaning. An adequate range of books provides opportunities for staff to read to children. However, as there is no specific reading or listening area other than in the home corner, and children during the inspection week did not have many opportunities to choose for themselves to undertake one or more of these activities.

76. The teaching of language and literacy is good and children make good progress. The school has maintained the standards noted at the last inspection.

Mathematical development

77. As a result of good teaching, all children, including those with particular needs, make progress that is at least reasonable and often good. Most children are on line to exceed the nationally expected standards by the time they enter Key Stage 1.

78. A good introductory lesson on the properties and language associated with 3D shapes provided children with a good start to this topic. The lesson had pace and purpose and the whole ethos of the session encouraged learning. Well-planned group activities met the needs of children of different ability consolidated and extended children's knowledge and understanding of the subject. The majority of children have good number recognition. The youngest are confident with numbers up to five and some to ten while older children can count to twenty. Most are also able to count upwards and backwards. In the lesson seen, a number of resources were available and were used well to support learning. Teacher interventions effectively move learning forward. As a result, children remain interested in the lessons, which consolidate their learning. Other planned activities are available at different times of the week to support learning. For example, to reinforce the concept of shape, children constructed models out of three-dimensional shapes.

79. The school has maintained the standards noted at the last inspection.

Knowledge and understanding of the world

80. Through a variety of lessons that draw their attention to the world around them children's knowledge and understanding of the world is steadily developed. However, children do not have regular access to water, sand, or a very wide range of learning areas where they can fully and deeply explore their knowledge and understanding.

81. Themes for this term are 'colour' and 'people who help us' and lesson planning focuses on encouraging children to think about the world around them. For example, artwork reflects a study of the changing colour of leaves during autumn. Model making is linked to fire fighters and the construction and painting of fire engines. A series of history and geography based lessons supports the steady development of children's understanding of time and place. Children's understanding of culture and belief is developed well in assemblies, many of which refer to different faiths and customs.

82. Children are encouraged to use the computer. They control the mouse with confidence, and know how to change programs. In a good session observed, the classroom assistant worked well with a group of children on developing their skills on how to use a programmable floor robot. Because of her interactions, her questions and directions, these children made good progress.

83. Attainment is above the expected level for children of this age. The satisfactory level of teaching ensures that reasonable progress is made. Most children will exceed the expected level by age five.

84. The school has maintained the standards noted at the last inspection.

Physical development

85. Children make satisfactory progress in their physical development. The lack of ready access to an outdoor area means that some opportunities to extend their physical abilities are lost. Nevertheless, when outside they confidently use equipment that encourages them to increase their skills in body control. There is access to a limited selection of large, wheeled toys, which children peddle quickly but carefully. They do not have ready access to climbing apparatus, other than a slide, to support their continued development.

86. In the physical education lesson observed teaching was satisfactory. Children were actively involved throughout and progressed confidently around the hall: moving safely, aware of each other's space, and listening carefully to the teachers' clear instructions. Children control a ball well through a predetermined path, thus fostering their skills in co-ordination and control. In this lesson the poor use of the classroom assistant limited children learning.

87. Children quickly learn skills, such as how to cut safely and how to manage glue to make models. Planned activities, such as model making out of shapes are good, though interactions between the children and teacher during an observed activity was too limited for them to make good progress. Children with particular needs are fully included in all activities. Children behave very well and have a positive attitude to physical activities. Attainment is above expected standards and all children are on course to exceed the expected standard by age five.

88. The school has maintained the standards noted at the time of the last inspection.

Creative development

89. Most children are on target to surpass the early learning goals by the time they enter Key Stage 1. The satisfactory teaching they receive ensures reasonable progress. Activities provided for the children when they enter Reception ensure that they have an adequate range of experiences that support the development of their creative skills, although not all areas, such as role play are used enough to ensure a good rate of development.

90. Most children handle crayons, chalk, paint, and brushes confidently and there are some good examples of artwork; shape prints and paintwork show the colour and movement of fireworks.

91. In a good music lesson the teacher allowed children to choose different instruments to match different types of rain. Good precise coaching of performance, as well as introducing the concept of a conductor ensured that children achieved well. Pupils singing ability is good with many joining in the actions and some of the words to the songs sung during assemblies.

92. Although there have been improvements in the provision in creative development, a few weaknesses remain in areas such as role-play.

ENGLISH

93. Standards have remained very high in relation to the national average since the previous inspection. Inspection evidence indicates that standards reached by pupils presently in Year 2 are very high in speaking and reading, and well above average in listening and writing. Although there is some evidence that boys perform less well than girls in listening and writing, this is not widespread and is due to the under-performance of a higher attaining individuals.

94. Pupils generally have well developed speaking skills when they enter the school. They have a very good range of sentence structures and vocabulary for their age, coupled with impressive general knowledge and a keenness to learn. As a result, they express themselves well in discussions and explain their ideas clearly, using Standard English correctly. Teachers use these high level skills very effectively to develop and shape pupils' understanding through discussions in all subjects. In many instances pupils make perceptive connections between ideas, using technical vocabulary appropriately, and explaining complex processes logically. A few pupils, mainly boys, become restless when questioning does not actively involve them. Occasionally they do not listen carefully enough to instructions, which affects the accuracy of their following work. Overall, though, pupils' listening skills are very good, and can be excellent when, for instance, a story is read dramatically so as to grip their imagination.

95. Standards in reading are very high. Good instruction on the links between letters and sounds ensure that all pupils steadily grow more skilled in sounding out written words for themselves. They make consistent progress because reading materials are graded in very small steps, ensuring a high degree of success. The additional support and careful monitoring of pupils with special needs helps them make good progress. The ability of older pupils to explain the meaning of what they read and make connections with other

books is particularly impressive. The co-ordinator has noted that pupils with higher attainment are not given enough opportunities to read more widely outside the reading scheme and has identified the need to buy more free reading books. Nevertheless, pupils at all levels of attainment show strong interest in reading. Most read regularly at home, and the notes in their reading diaries show that parents are fully involved in helping their children to read and to lift their interest in books. Pupils are generally confident in using non-fiction books, though planning to use such books in other subjects, to challenge reading skills, encourage independence and extend learning is slightly limited.

96. Through the school, pupils learn to write for a good range of purposes and audiences, and there has been an improvement in the amount of creative and personal writing since the previous report. Simpler task and extra help ensure that pupils with special educational needs and those for whom English is an additional language make good progress in expressing their meaning for real purposes. However, as in the national tests for 2001, there were fewer boys working at the higher Level 3 during the inspection, than girls. The strengths of pupils' speech are evident in their writing. They write confidently of their personal experiences, creating interest through a wide range of descriptive detail. They have a good grasp of conventions for the beginnings and endings of stories, and use speech well to create dramatic effect. Most pupils have neat, joined handwriting by Year 2. Standards of punctuation are very good, but spelling is not as strong. Pupils learn lists of spellings for regular tests, but they do not necessarily remember or use these words when writing for a real purpose. When used in specific exercises their dictionary skills are sound. Some pupils check for accuracy by reading their work through when they have finished, but others do not do this routinely. Standards of writing are good in other subjects, though the quantity of writing by older pupils is not high, partly because some commercial worksheets do not expect enough of pupils whose standards are well above average for their age. Expectations and opportunities for older pupils with higher attainment to express their learning through a range of open-ended kinds of writing - such as accounts, explanations and summaries are slightly limited in subjects such as geography and religious education, although there are good examples of such an approach in recent work in history in Year 2. Not enough use is made of word-processing in English, or any other subject to support pupils' writing.

97. Teaching is good overall and two lessons seen were very good. Due to teachers' good understanding of the targets of the literacy framework they give well focused instructions. Specific targets are set for each lesson, and because of the clear guidance and high expectations pupils achieve well. Shared texts, carefully chosen for their appeal and the quality of their language, stimulate and interest pupils so that many of them enjoy reading. As teachers dramatise characters and emphasise the meaning when they read aloud, pupils also read expressively. Teachers' high expectations are most evident during discussions. They keep a sharp eye on who has not contributed, and teaching assistants play a useful role in noting the performance of specific pupils. All pupils are included successfully, no matter what their background or level of achievement, because teachers show sensitivity in adjusting the focus of their questions. Teachers manage most pupils well, although a slightly slower response to the more boisterous behaviour of a few boys does take the edge off their concentration and productivity. The board is used well to demonstrate examples of language, and good use was made of a computer spelling program to highlight spelling patterns to the Year 1 class. Such careful instruction prepares pupils well for the following task, which is modified appropriately to suit three different bands of ability. Pupils show interest in the work, settle quickly and even the youngest pupils stay on task well. Teachers make most effective use of their time during group work when they help one or two different groups each day, following a rota, rather than circling the whole class. The learning support assistant is well deployed in helping one group, usually of pupils with lower attainment, so that they make good progress. The good use of time allows teachers to carefully review progress at the end of the lesson, and so develop

pupils' speaking skills and reinforce their learning of language targets. In marking written work, teachers respond sensitively to pupils' ideas, give encouragement, and identify some weaknesses that need attention. However, marking has less impact than intended because individuals are not routinely required to do corrections or further work on identified weaknesses in the lessons that follow.

98. The subject is well led and managed. The new co-ordinator, the headteacher, is making good progress in analysing test results and identifying resource needs, particularly for reading and the library. The introduction of group reading rotas is working well to widen the range of pupils' reading experience, although this is not very well planned in other subjects. Assessment procedures are satisfactory. They are best developed for writing, where staff meet regularly to analyse pupils' work and assess its level in relation to national expectations, using detailed criteria. The findings of this careful analysis are used well to set targets for each pupil, written into their exercise books. Reading records do not make such precise use of available criteria, though the small-step structure of the reading scheme provides a sound monitor of individual progress. Nevertheless, more information is needed on pupils' comprehension skills, related to group reading and personal reading of fiction and non-fiction texts outside the reading scheme. Standards in speaking and listening in all classes are not regularly or consistently assessed or tracked against national curriculum expectations. Resources are plentiful and well used. The library has a good stock of books, both fiction and non-fiction and many pupils enjoy the wide choice that they have, although its use is not carefully planned as a source of information to enhance all pupils' independence and learning. To increase pupils' interest and enjoyment a range of visits and visitors to enrich the learning experience, and the good display of print around the school reinforces pupils reading skills. The subject makes a very good contribution to the school's ethos and pupils' personal development.

MATHEMATICS

99. At the age of seven, pupils' achieve standards that are above the national average and all pupils make at least reasonable progress. Standards have slowly fallen since the last inspection. Although they are still above national expectations, pupils no longer reach the heights reminiscent of 1997. This is the result of a heavy reliance on a commercial scheme that is not always matched to pupils different abilities, particularly the high attainers, and does not let them fully explore or use their mathematical knowledge in investigations.

100. Even at this early stage Year 2 pupils' knowledge of numbers is well advanced. Number bonds are very secure and many pupils have a speedy recall of number facts to twenty and some even beyond. The majority of pupils confidently know the five and ten times table but few can identify or explain number patterns generated by these tables. Much number work is computational and there are few opportunities to explain, discuss, or explore mathematical relationships. Most pupils know that a hundred centimetres make one metre and accurately measure classroom objects using a ruler. Pupils know the names and the properties of most regular two and three-dimensional shapes but have had limited opportunities to apply their knowledge to solve practical problems. Pupils collect data and use computer programs to represent their findings on hair or eye colour as pictograms or bar charts. This work, however, did not match the needs of pupils of different ability and did not encourage pupils to interpret the data; it did not therefore offer a great challenge to the most able.

101. Teaching observed during the inspection was good. The well structured, resourced, and planned activities engage many pupils in their learning as was very evident in the Year 1 lesson on subtraction from 10 and 15. The small class sizes offer close supervision and support and this enables many pupils to make good progress particularly in the basic skills

of number. Nevertheless, progress during Years 1 and 2, is only satisfactory overall as teaching does not consistently provide a very good challenge, especially for the more able, in activities that require pupils to apply their knowledge. The good emphasis that is placed upon the teaching of mathematical language encourages all pupils to use terms appropriately. The setting of some written problems involving money also develops pupils' literacy skills. Teachers regularly plan for and use computers to reinforce the teaching of basic skills. Teachers know their pupils well, know what they are capable of and have relatively high expectations. However, the pace of learning is dictated by the commercial scheme rather than by the needs of the pupils. Teachers assess pupils well during lessons, as in the case of the Year 2 lesson on multiplication tables. For those who quickly finish, more work is provided but it is often more of the same rather than an activity that would require them to apply and extend their knowledge. Relationships are very good and add to pupils' personal development. Pupils willingly offer support to each other and the trust that they have in their teachers enables them to ask for help and feel confident enough 'to have a go'. Fortnightly set homework provides fun activities that reinforce pupils' learning and offer plenty of opportunities for parents to be involved in their child's' learning.

102. The leadership and management of the subject are sound. The co-ordinator, amongst her many other responsibilities, monitors the basic needs of the subject such as resources but not the quality of teaching and learning. The Numeracy Strategy is being effective in supporting good teaching by providing a structure to lessons, but the reliance on a commercial scheme is making it less effective. A reasonable range of opportunities in subjects such as design and technology and information and communication technology encourages pupils to use their skills and knowledge of measuring and data handling. A recently introduced computer based assessment package assesses pupils' attainment very well. It has not yet generated sufficient information to monitor or support pupils progress. Because of this, the needs of talented mathematicians are not being very well met.

SCIENCE

103. By age seven, pupils reach standards above those expected for their age in most areas of science and they all make good progress. Standards have improved slightly since the last inspection due to the adoption of official guidance in the subject.

104. So far this year, much work has concentrated on physical processes. Most pupils in Year 2 know that electricity is generated in a power station and then flows through wires until it reaches the mains, at home, after which it is used to power many household machines. Pupils have a good grasp of the basics of simple circuit making and use the associated language of crocodile clips, terminals and cells appropriately. Most pupils, and particularly high attainers, use their knowledge well, making fans using little motors controlled by a switch and burglars alarms that employ both buzzers and lights. The planning and recording of their own work is at times good, especially for the high attainers, but less so for the average attaining pupils who do not always have a great opportunity to either undertake their own experiments or freely record their own findings. In evidence of experiments already undertaken there is little to indicate that pupils either know or understand the concept of fair testing.

105. The teaching of science by the co-ordinator in both year groups is good. Her well resourced, planned, and prepared lessons ensure that they have a lively pace that maintains pupils enthusiasm. The teaching of the basic skills is good. Most opportunities to reinforce pupils' literacy and numeracy skills are used well. Pupils have to follow written instructions and as in the case of the Year 1 lesson, use the correct names for some of the main human bones. The teacher has particularly good questioning skills that draw from pupils their knowledge and understanding on which to base new learning. Her high

expectations mean that further challenge is frequently offered, especially to the high attainers, as in the case of the Year 2 science lesson on electric circuits where pupils were encouraged to explore further their work and write up in detail their investigations in their own words. However, such good opportunities are not as readily available for pupils of average ability, and this slightly limits their attainment. Good use is made of parent helpers to provide close supervision so that all pupils including those with special educational needs make at least satisfactory progress. Group work helps personal development in sharing as in the case of pupils making electric fans in Year 2. However, very good personal development remains slightly limited as the teacher closely controls some practical activities so pupils do not always work independently. All lessons are organised well and the range of activities provide a wealth of exciting stimuli to engage all the pupils. However, as in the Year 1 lesson, the carousel of activities that were planned although good, were not very well timed and pupils became slightly restless while waiting to move on to their next activity.

106. The co-ordination of the subject is good. Assessment procedures are adequate and help to inform the modification of teachers' long-term plans and decisions on the purchasing of specific resources. The co-ordinator is currently trialling different procedures that would monitor individual pupils progress but they do not yet actually help identify what a pupil currently knows and what they need to do next to promote good learning. She has recognised the need to plan for a greater integration of the new computer suite into current topics. However, only limited use of information and curriculum technology is evident. Resources are good and, for example, the loan of resources from a local company greatly enhance the work on the body in Year 1, while expert visits also add enormously to the quality and enjoyment of pupils learning.

ART AND DESIGN

107. By age seven pupils reach standards that are above those expected nationally and all pupils make satisfactory progress. This is a good improvement since the previous inspection when standards and progress were unsatisfactory. The use of national guidance and the enthusiasm of the co-ordinator are ensuring that the subject is now well planned and all pupils make satisfactory progress through a varied range of enjoyable experiences.

108. During the course of Year 2, pupils benefit from a wide range of artistic experiences that include large-scale collage work and the use of clay and items found in the local environment to make sculptures. They study the work of famous artists and use computer programs to create pictures in the style of Mondrian, choosing colour and lines to good effect. Pupils' firework pictures again show a well-developed sense of colour and an ability to achieve a sense of movement in a picture. The use of chalk and pastels, and different types of shading in still life drawings to represent fruit and vegetables is careful and detailed; it even includes the seeds, segment, and flesh of an orange. However, Year 2 pupils only have a sketchbook in which to refine their technique from the start of the spring term.

109. In the one lesson observed, taken by the co-ordinator, teaching was good. It was planned well with good links to the science topic of the human body making it interesting and relevant to all children. However, within the lesson plan there was insufficient attention to the development of specific art skills resulting in only sound as opposed to good progress. During the introduction, good questioning built upon pupils' previous learning and encouraged them to think; pupils were eager to have their ideas heard and their contributions were well valued. There were good links with both literacy and numeracy, with the teacher using number work in the lesson to count bones, and in encouraging pupils to use the correct terms for different parts of the body. The lesson was well resourced and prepared so equipment was easily accessible and little time was wasted; most pupils were

productive and completed their skeleton pictures. The teacher's good subject knowledge and understanding led to purposeful interventions with individual pupils that encouraged them to use their paintbrushes more accurately or promoted their social development by emphasising the need to share and take turns. The very good relationships and the caring atmosphere in the class enabled the teacher to provide very sensitive support to the few pupils who initially lacked the confidence to have a go. Because of this, those pupils did complete their work and therefore make very good progress.

110. The co-ordination of the subject is good. Her knowledge and enthusiasm has provided an impetus for its improvement. The adoption of national guidance has been instrumental in raising pupil achievement by setting out what skills pupils need to acquire, however, the associated assessment schedule is not yet in place. There is some high quality artwork on display, but it does not show the full range of artistic experiences through which pupils learn: a portfolio of work is in its infancy. The good display based on the work of Paul Klee in Year 1 engages pupils thinking, encouraging them to reflect on this particular artist and his style. The study of famous artists does add considerably to pupils' appreciation of art and cultural development although the range of artists is relatively narrow, reflecting mainly great western artists and cultural traditions.

DESIGN AND TECHNOLOGY

111. By age seven, pupils reach standards above those expected for their age, and this is an improvement since the last inspection when standards were satisfactory. The adoption of national guidance - that stipulates how and when skills are to be developed through a broad range of topics that are now well resourced and stimulating - underpins this improvement. Pupils with special need make good progress. They follow the same topics successfully because tasks match their ability, usually through good quality interventions offered by classroom assistants. Nevertheless, there are no formal procedures used consistently throughout the school for assessing pupils' attainment and monitoring their progress in all elements of the subject, this was a concern noted in the previous inspection.

112. In the one Year 2 lesson observed, all pupils successfully made an invitation to a special event. They used their skills well. Initially they considered carefully what the event was, and whom the invite was for; thus ensuring they captured their target guest list's attention. Through several designs, discussions and evaluations, pupils evolved their own ideas to make a wide range of creations such as, an invitation to a handbag party, carried in its own mini-handbag. The great care taken to measure accurately using a ruler, and to fold, cut and stick resulted in a finished product that was more detailed and refined than normally expected for pupils of this age.

113. It is because of the good teaching, particularly in relation to the preparation of resources and the emphasis placed on design and evaluation, that all pupils achieve well. A wide range of invitations were used well to reinforce pupils understanding of design for specific purpose but also to motivate and enthuse them. Planning demonstrates a good understanding of the design and make process, although as less emphasis was placed on the actual recording of work, this aspect did not greatly challenge the high attaining pupils. However, the scope of the activity matched pupils' ability. The independence and skills of the more able were employed well when they chose to make and address their own envelopes, and the more creative to design an innovative handbag invitation. Learning support assistants work closely with the lower attaining pupils, especially during the practical activity so that they too could make good progress and completed their work. Adult interactions with all pupils were good and praise and encouragement directly related to pupils' creative efforts with slightly less emphasis on the development of skills.

114. Co-ordination of the subject is satisfactory. The co-ordinator, the new headteacher has only been responsible for the subject for the last few weeks. Within this time, however, advice has already been sought on how to develop the subject further. Good use is made of parents during several activities, including food technology. Members of the local community also make a positive contribution; for instance, a local chef supports food technology.

GEOGRAPHY

115. By age seven, pupils reach standards above those expected for their age, and this is an improvement since the last inspection when standards were satisfactory. Improvement is the result of a programme of study, with higher expectations for the quantity and quality of recorded work. The topics now offered to pupils in Year 2, notably that on India, are very well resourced and stimulating. Pupils with special needs and those for whom English is an additional language make good progress and are fully included in all areas of learning as they follow the same, but slightly modified topics, that match their ability. Nevertheless, there are no formal procedures for assessing pupils' attainment and monitoring their progress in all elements of the subject, and this was a weakness noted in the previous inspection.

116. Pupils successfully interpret maps, atlases and globes to find their own home in relation to the school and the world beyond. They understand the effects that the seasons and changes in the weather have on our life-styles. By age seven, they understand major features of their own locality and produce good work in contrasting it with a Scottish island described in a storybook. They have more detailed knowledge of India than generally found at this age. In work to date, there is little evidence of map drawing. Pupils need more experience of computer applications in the subject, such as data handling, word-processing and research using CD ROMs.

117. Teaching was good in the one lesson seen. The good use of a display of pictures and artefacts illustrating Hindu traditions, and the well planned and resourced activities acted as a real focus of interest amongst many pupils, so they deepened both their cultural understanding and their geographical awareness of other places. Pupils showed a keen interest in the topic and were delighted to have traditional patterns painted on their hands by an Indian visitor. The teacher gave clear instructions and managed activities firmly so that all pupils were fully involved. The appropriately modified written task clearly matched the needs of pupils of three different abilities and all pupils concentrated well. However, the higher attaining group chose to copy out statements they had been given rather than creating their own as the teacher intended. The teacher used questioning well to check on understanding and encourage closer analysis of information. In discussion, pupils showed pride in using correct terminology and in explaining what they had learned.

118. Leadership and management are satisfactory. Good use is made of visits into the locality to give pupils practical experience in applying their knowledge and skills. The subject makes a good contribution to pupils' cultural development.

HISTORY

119. By age seven, pupils reach standards above those expected for their age, and this is an improvement since the previous inspection when standards were satisfactory. The revised of the policy and scheme of work now reflect official guidelines, though the associated assessment schedule is not yet in place. The subject is well planned to provide progression in understanding from simple to more sophisticated concepts. Current work in

Year 2 on the coronation of our present Queen is interesting and challenging, leading to good quality accounts and explanations. No lessons were seen and so no judgement can be made on the quality of teaching. Planning is, however, comprehensive and it aims to include all pupils so that they enjoy a wide range of experiences. However, opportunities to study appropriate non-fiction books are not regularly identified.

120. Pupils aged seven have a clear sense of what has changed over time in the context of their own families and everyday life. They have good skills in identifying and interpreting evidence from a range of sources, including pictures and objects, such as toys, from the past. Pupils with special needs and those with English as an additional language are set appropriate tasks for which they are well supported so that they make good progress. Their drawings of ceremonial objects used in the coronation show good attention to significant detail, and pupils with higher attainment accompany their drawings with clear accounts explaining the meaning and purpose of the objects. All work seen shows a good standard of care for presentation and factual accuracy.

121. Management of the subject is satisfactory. The school has identified the need to buy CD ROMs to support study topics and develop pupils' computing or literacy skills. The subject makes a good contribution to pupils' cultural development. Good use is made of visits to sites of historic interest, such as the Chiltern Open Air Museum and the nearby Quaker meeting house. These well planned visits extend pupils' knowledge and enjoyment of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

122. Standards of work seen during the inspection meet national expectations for pupils of this age. At the time of the previous inspection, provision for ICT was unsatisfactory and pupils were not making enough progress. The rise in standards is the result of significant recent improvements, including a new computer suite, the adoption of a scheme of work based on national recommendations, and well-focused professional development. Pupils, including those with special needs make rapid progress. Nevertheless, pupils are not at such a high standard in this subject as in others because they lack prior experience and are at an early stage in learning how to operate the new computers and their software.

123. With the teacher's guidance, pupils in Year 1 type in responses to a spelling programme, finding their way round the keyboard and operating the programme with a high level of success. They have experience of guiding a robot around a course by typing in a sequence of instructions. Pupils in Year 2 know how to start up the computer, select the application they need from the screen icons and open the program. They understand the principles of word-processing, and those observed were able to locate letters on the keyboard, and slowly but surely compose a message on screen then print it out. Marking the text to change its size and colour is outside the experience of most, but they are quick to learn and very keen. They know how to save the text as a file, giving it a name, and how to close the program. Recent teaching of an art programme has been very effective, with pupils drawing pictures confidently on screen in the style of modern artists. They have good skills in moving shapes by using the 'mouse', and in changing their colour and size. Recent work in data handling has led to a successful series of graphs, contrasting the physical characteristics of pupils in the class.

124. There is not enough evidence to make a judgement on the quality of teaching. No lessons were seen, but individual pupils did work purposefully and with enthusiasm on specific tasks. The tasks set gave them good experience in working independently, and they persevered well in solving problems for themselves. Teachers were quick and confident in checking progress and giving guidance so that pupils were successful.

125. Leadership and management of the subject are satisfactory. The new scheme of work and staff training have addressed the weaknesses noted in the previous inspection have been corrected. The new scheme of work is effective in identifying what pupils should learn from year to year and teachers are now more confident in using computers and other forms of technology. Nevertheless, the use of computers is not systematically planned into other subjects as a way to widen pupils' experience and develop their skills. There is a lack of assessment procedures to monitor pupils' progress and guide future support. In particular, current systems do not identify the needs of pupils who bring good skills from home, and planning does not show how these higher-attaining pupils are challenged.

MUSIC

126. No lessons in music were seen in Years 1 and 2 during the inspection but the standard of singing observed in assemblies and during registration was satisfactory, as was the case at the previous inspection.

127. Pupils behave respectfully as they come into the hall for assemblies and when they leave. They know some hymns by heart, and enjoy those to which there are appropriate actions. Their singing is generally tuneful, in time and confident, and they project the words clearly and with feeling. In one assembly, the quality rose to a good standard when the teacher leading them in unaccompanied singing urged them to greater effort. Due to the support and encouragement of others, pupils with special needs and those for whom English is an additional language are fully included in all activities.

128. Official guidelines act as a base on which pupils' musical experiences are planned, and this is well supported by commercial materials. The recent introduction of formal assessment procedures adequately record pupils attainment and progress, but do not as yet identify what pupils need to do in the next stage of their learning. The school has a satisfactory collection of tuned and untuned percussion instruments, but the tape player in the hall does not allow easy selection of appropriate music. Pupils' experience of music from different traditions is widened by listening to music played at the start and end assemblies. All opportunities, however, to develop their technical knowledge and their appreciation was limited as they were not give guidance on what to listen for. Several pupils learn the recorder in a lunchtime club, and this is a good feature of provision.

PHYSICAL EDUCATION

129. By age seven, pupils reach standards above those expected for their age, and this is an improvement since the previous inspection when standards were satisfactory. The scheme of work has been revised in line with official guidelines, though the associated assessment schedule is not yet in place. The subject is well planned to provide progression in skills in all areas of physical development.

130. Pupils aged seven have a clear sense of space and move around the hall quickly and imaginatively, but also safely. Their knowledge of balancing patches and points is more advanced than normally associated with pupils this age and they use this knowledge well to balance on variety of body parts in a co-ordinated sequence of stable positions.

During the lunchtime football sessions, taken by Wycombe Wanderers, all pupils were fully involved and enjoyed the activity. Their control of the football was impressive, and their understanding of defence and attack were above normal expectations. They played co-operatively demonstrating good levels of maturity and personal development.

131. Pupils develop their skills, knowledge and understanding well because of the good teaching that provides well structured lessons following an established pattern of warm up, activity and then cool down. Warm-up activities such as that in Year 1, based on the tape, 'Were going on a Bear Hunt!' effectively involved all pupils. It encouraged them to freely express themselves and to exert themselves so that many were out of breath by the end of the session. Relationships are good in all lessons, and because of this, most pupils are willing 'to have a go'. Teachers give clear directions in terms of behaviour and activities, although a slightly slow response to the behaviour of a few boys marginally disturbs the good levels of concentration and effort. Teachers use a good range of activities and strategies to further extend pupils' learning. For example, in Year 2 lesson pupils were encouraged to count the length of time they held their balance. Consequently, they were actively engaged in their learning and set high expectations as well as reinforcing their ability to count. The good use of demonstrations and evaluations encouraged pupils to continually seek refinement of their movements and balances. Teaching, particularly that of the co-ordinator, is good. Her teaching of and demonstration of specific skills of balancing and stretching provided very good models for all pupils to follow.

132. The co-ordination of the subject is good. The co-ordinator's own knowledge and enthusiasm for the subject underpins the quality of teaching and resources provided. Many opportunities, such as sponsored skipping events and involvement with country dancing and other small schools, promote pupil's involvement and interest in their physical development. During the course of the year pupils also benefit from the good links with other local schools, and use their minibus and swimming pool. Quality extra-curricular activities, such as football, positively enhance pupils' learning and this is a great improvement since the last inspection when there were none.

RELIGIOUS EDUCATION

133. Standards are above national expectations by the end of Year 2. This represents an improvement since the previous inspection, and is the result of more detailed planning and higher expectations for the quality of pupils' work. Pupils with special educational needs or English as an additional language make good progress because they are included in all class activities and record their learning in tasks that are well planned to match their ability. Standards of knowledge and understanding are very high in discussions, though more use could be made of pupils' very good writing skills to record their learning and responses.

134. Pupils develop a good understanding of characteristic principles and practices of several world faiths. They have a broad knowledge of various festivals and can explain the purpose of religious artefacts. Pupils in Year 2 know that the festival of Passover is important in Judaism, that Muslims fast for a long period each year. They understand why Easter is a significant Christian festival, and can retell stories from the Bible, such as the parable of the Prodigal Son.

135. Teaching was good in the one lesson seen. Due to the well-told story of Moses, pupils were sensitively drawn into a lively drama activity that helped develop their understanding of the importance of the event. Good questioning encouraged pupils to develop their own ideas about moral principles. Pupils showed strong interest in the task that followed. The worksheet supported pupils with lower attainment while allowing the more able writers to write at greater length. Several pupils did not want to stop. A well-managed discussion at the end of the lesson reinforced the key points of the story and its significance.

136. Subject leadership and management are satisfactory. The scheme of work is based on the locally agreed syllabus and provides good coverage and support for teachers' lesson planning. There is no formal procedure for assessing pupils' attainment so as to guide future provision. Good use is made of a range of resources to make lessons interesting, including visits to a local church and the historic Quaker meeting house nearby. Assemblies make a strong contribution to pupils' understanding of different faiths and beliefs, with detailed reference to Islam in the week of the inspection. Prayers are said in assemblies and at other times of the school day, and pupils are encouraged to relate their knowledge of religion to the meaning of their own lives in relation to others. With the very strong link between the act of worship and the study of religious education, the subject makes a valuable contribution to pupils' spiritual and moral development.