

INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND FIRST
SCHOOL**

Church Leigh, Stoke on Trent

LEA area: Staffordshire

Unique reference number: 124258

Headteacher: Mrs Linda Orchard

Reporting inspector: Mr David Carrington
15414

Dates of inspection: 15th – 16th January 2001

Inspection number: 195724

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Church Leigh Stoke on Trent Staffordshire
Postcode:	ST10 4PT
Telephone number:	01889 502289
Appropriate authority:	The governing body
Name of chair of governors:	Professor C Cullen
Date of previous inspection:	10 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15414	Mr David Carrington	Registered inspector	Mathematics Art and design Design and technology Information and communication technology Equal opportunities	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
9479	Mrs Christine Field	Lay inspector		Pupils' attitudes, values and personal development Quality and range of the curriculum Pupils' welfare, health and safety Partnership with parents and carers
1189	Mrs Sharon Brown	Team inspector	English Music Physical education Areas of learning for children in the foundation stage	
2218	Mr Graham Warner	Team inspector	Science Geography History Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints First School is a very small rural school that draws its pupils from the village of Church Leigh and surrounding area near Uttoxeter in Staffordshire. The 27 boys and 24 girls at the school come from a broad range of backgrounds. Just over a fifth of the pupils have special educational needs, which is about average, although the proportion of pupils with statements is above average. The proportion of pupils entitled to free school meals is below average and there are no pupils who speak English as an additional language. The attainment of pupils when they start school is broadly average. The school's mission is to foster a Christian environment that allows all pupils to develop their full spiritual, academic and social potential.

HOW GOOD THE SCHOOL IS

All Saints Church of England First School is a very effective school in which the individual needs of each pupil are known fully and supported well. Pupils meet their potential well and standards are very good. This is primarily because learning is made very motivating and pupils work hard. Teaching quality is very good and expectations of work and behaviour are high. There are one or two things that remain for development, but managers and governors have a very good grasp of the strengths and weaknesses of the school and they are well on track to ensure that standards are the best they can be. This is a small school where the amount spent on each pupil is high, but because of its many successes, All Saints School gives good value for money.

What the school does well

- The school is very well led and managed and provides a rich all-round education for the pupils.
- The quality of learning is very good because teaching is lively, interesting and very well motivating.
- All pupils make good progress and overall standards are very good.
- The curriculum is rich and rewarding and prepares the pupils very well for the next stage of their education.
- Pupils develop into responsible and caring young people because they are treated as individuals. Learning takes place in a family atmosphere.
- Most other things are done well or very well.

What could be improved

- There could be more involvement of pupils and parents in judging how good the work is.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There were three key issues when the school was last inspected four years ago:

1. Complete policies and schemes of work for all subjects.
2. Improve number and quality of books and other resources in order to give better opportunities for good quality learning.
3. Continue to improve the provision made for children when they start in reception.

Because managers, staff and governors are so committed to success, the school has made good progress with improvements and the key issues have been tackled well. Standards have risen quickly during this time and this is the chief indicator of the school's very good rate of improvement. There is good potential for the school to hold on to its strengths and to improve in the few areas where this is necessary.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	A	A	A	C
writing	A	A	A*	A*
mathematics	A	A*	A*	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Similar schools are those with up to 8% of pupils entitled to free school meals

Standards have improved very much since the 1997 inspection when attainment was average overall. In 2000, standards in the Standardised Attainment Tests (SATs) were well above the level found nationally in reading and were very high in writing and mathematics. Indeed, standards in writing and mathematics were amongst the top 5% of all schools in England. When the school's results are set against those found in similar schools, standards were average in reading, well above average in mathematics and very high in writing. Standards were also very high in teacher assessments in science.

Inspectors judge that standards in school remain at very good levels. Improvements to the teaching of English and mathematics, including the introduction of the literacy and numeracy hours, have boosted standards in these two subjects and this has had a knock-on effect in all other subjects where standards are better than expected for infant pupils. The high attaining pupils do well and many attain much better than expected for their age.

Pupils in Years 3 and 4 are well on course to achieve very good standards when they take the Year 6 SATs at their next schools. All pupils, including those with special educational needs, make good progress from the time of starting school to when they leave at the age of nine. Foundation Stage children generally do well in school, though not enough opportunities are provided to develop problem-solving skills through well structured play experiences. Good progress continues in Years 1 and 2, leading to good standards at the age of seven. Overall, the pupils at All Saints School achieve well because their learning is interesting and stimulating.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school, they like their work and put in good effort because of this.
Behaviour, in and out of classrooms	Very good. The school is very orderly and pupils quickly learn to take responsibility for their own behaviour. Politeness, toleration and consideration are major strengths of the pupils.
Personal development and relationships	Very good. The pupils accept responsibility very well and work independently when required. Relationships are very good and have a major impact on learning.
Attendance	Very good. The rate of attendance is much better than in most schools.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	very good	very good	very good

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

Pupils have very good learning opportunities because the quality of teaching is a strength of the school. Pupils are interested in their work and put in very good effort. They build skills and knowledge at an accelerated rate because of this. As they get older, pupils develop very good levels of self-discipline and self-reliance in their learning. The sharing with pupils of what is to be learned in lessons and showing how the work can be improved when marking books would enhance this well.

The quality of teaching seen during the inspection was very good overall, with no unsatisfactory teaching and all was good or better. Teachers have very good subject knowledge, high expectations and they plan stimulating lessons. Basic skills of English and mathematics are taught very well and pupils, including those with special educational needs make good progress in all subjects because they are all treated as individuals. The high fliers do well in their work and many pupils attain standards that are better than expected. All the staff know the pupils very well and they respond quickly to ensure learning is always purposeful and successful.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is rich, relevant and stimulating and all pupils gain great benefit from it. There is an excellent range of activities outside lessons.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs make good progress because they are supported effectively by all staff. The quality of their learning is very good and they work very hard to keep up with the others.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils develop into very pleasant individuals who are good to talk to because the school does a thorough job of developing their individual talents.
How well the school cares for its pupils	Good. The school is vigilant in the steps taken to care for pupils and to ensure their welfare. Everyone knows each other and the needs of all pupils are well met. Procedures to assess, check and track individual achievement work well though some aspects of assessment and the setting and sharing of targets for learning could be improved.
Partnership with parents	Very good. The relationship with parents is very good and supports pupils' learning very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is the key to the successes of this small school and provides excellent leadership. Other staff carry out their management duties very well and there is a strong sense of shared commitment to high standards.
How well the governors fulfil their responsibilities	Very good. Governors have firm grasp of the strengths and weaknesses of the school and they carry out all of their duties very well.
The school's evaluation of its performance	Good. Managers know individual pupils' achievements well. All pupils make good progress and standards are very good because managers target very good quality teaching support effectively. Pupils could be drawn into the process of judging their own progress more than they are.
The strategic use of resources	Very good. Money and other resources are put to very good use to provide a good education for the pupils. There are no shortages of books or most resources and staffing levels are good. However, the accommodation is cramped in places. The school gives good value for money and it fulfils the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed and is easy to approach when there are concerns. • Teaching is good and pupils make good progress. • Expectations are high • Pupils' behaviour is good and they become mature and responsible learners. • The school works closely with parents and gives them good quality information about how well their children are doing. • There is a good range of activities outside lessons. • Their children like coming to school. 	<ul style="list-style-type: none"> • Nothing.

The inspection team agrees with all of the views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Very good

- Standards have improved very much since the 1997 inspection when attainment was average overall.
- Children start school with broadly average levels of knowledge and skill.
- All pupils, including those with special educational needs, make good progress.
- In 2000, standards in the Standardised Attainment Tests (SATs) were well above the level found nationally in reading and were amongst the top 5% of all schools in writing and mathematics.
- Compared to similar schools, standards in 2000 were average in reading, well above average in mathematics and very high in writing.
- Inspectors judge that pupils in Years 3 and 4 achieve very good standards.
- Better standards in English and mathematics have had a knock-on effect in all other subjects where standards are better than expected overall by the age of seven.
- The high attaining pupils do well and many attain much better than expected for their age.
- The pupils themselves could be more involved in checking and tracking their own progress.
- Overall, the pupils at All Saints School achieve well because their learning is interesting and stimulating.

1. In the 1997 inspection report it was judged that standards were at the expected level in most subjects by the age of seven and good in just over half of them by the time the pupils left school. The school was determined not to leave things there and all staff worked hard to improve the quality of teaching and learning, so that standards grew stronger. The headteacher gave excellent leadership to this process, and the success of the effort given over the last four years can be seen in the very good standards that are to be found in school today.
2. It is very apparent that the success in boosting standards is not limited to English and mathematics. Most changes to the curriculum and teaching have accompanied the introduction of the literacy and numeracy strategies but other subjects have not lost out. The way that subjects are closely related to each other in the overall curriculum of the school serves to promote effective learning at all stages and in all subjects. Thus, standards are well above what is expected overall by the age of nine because, as in geography pupils learn to write effectively. They also learn to speak clearly and express their thoughts and ideas accurately in design and technology, to make rapid calculations in science and to read for research in history. Basic knowledge and skills of literacy and numeracy are built well in this way, but so are standards across the curriculum. This marks good progress for all pupils from their starting point in school when knowledge and skill levels are broadly average.
3. Because there are only small numbers of pupils in any one year, results in standardised assessment tests (SATs) vary from year to year as just one less, or additional, pupil achieving a particular level affects the overall picture dramatically. In 2000, the eleven pupils in Year 2 did well in these assessments and standards in reading were well above the level found nationally and were amongst the top five percent of all schools in writing and mathematics. In comparison to schools where pupils have similar levels of entitlement to free school meals¹, standards in 2000 were average in reading, well above average in mathematics and very high in writing. All this marks very good improvement to standards in SATs since the 1997 inspection.
4. When all the evidence from the SATs in recent years is put together there is some indication that girls do rather better than the boys. Again, because there are so few boys and girls each year, it is not possible to analyse beyond this. The school tracks the achievements of boys and girls

¹ Similar schools to All Saints First School have eight percent or fewer pupils entitled to free school meals.

carefully and ensures that resources, activities and approaches to work mirror the interests and motivation of boys as much as they do the girls. Inspectors observed no difference in the progress of boys and girls during the inspection.

5. An average proportion of pupils have special educational needs, with two of them having statements. Such pupils are identified at the earliest stage possible and are then monitored very effectively as part of the school's caring policy of educational inclusion. Pupils with special educational needs make good progress because they are taught well by both teachers and support staff and they achieve their personal best.
6. The school has also targeted the needs of higher attaining pupils very successfully. This also extends to the gifted and talented pupils, whose work is carefully checked to ensure that it is demanding enough to keep them actively involved and well motivated by their work. The success of measures to tax the higher attaining pupils can be seen in the fact that at the age of seven, twice the proportion of pupils in school attains level 3 in the SATs than found nationally.
7. The school sets carefully weighed targets for attainment by the end of each year in school. Pupils rise well to the challenge set by these targets, and they meet them successfully. Whilst much data is collected and used to help track progress, there is some degree of inconsistency in the way in which targets for learning in lessons are shared with pupils or reviewed at the end of the session. Additionally, the use of comments when marking to show how the work can be improved could usefully be more frequent. As shown in the next section, pupils develop as mature, sensible and responsible learners, and this degree of additional involvement in judging their personal strengths and weaknesses is the next logical step in their personal and academic development.
8. Standards in the separate subjects are discussed in more detail in Part D of this report. The following table summarises the judgements of standards made during the present inspection:

Standards in the separate subjects in school

	End of Year 2	End of Year 4
Subject	Standards	Standards
English	Good	Very good
Mathematics	Very good	Very good
Science	Good	Very good
Information technology	Good	Very good
Religious education	Satisfactory	Good
Art	Good	Very good
Design and technology	Good	Good
Geography	Satisfactory	Good
History	Satisfactory	Good
Music	Good	Very good
Physical education	Good	Good

9. Children have about average levels of skills and knowledge when they start school, they settle well to the work and by the end of the Foundation Stage they all exceed the *Early Learning Goals* for this age group. Thus, from the day that children start school to the day that they leave, they are given very good opportunities to learn and to do well. Standards rise very well as pupils progress through the school. The curriculum has a richness and relevance not often found, and pupils are very well motivated and interested learners. Academic standards are a strength of the school, but standards of behaviour, personal development and relationships are far from neglected. The school maintains a very good balance in its work to develop pupils as well-rounded individuals.

Pupils' attitudes, values and personal development

Very good

- Pupils are keen to come to school, they like their work and put in good effort because of this.
- The school is very orderly and pupils quickly learn to take responsibility for their own behaviour. Politeness, toleration and consideration are major strengths of the pupils.
- The pupils accept responsibility very well and work independently when required.
- Relationships are very good and have a major impact on learning.
- The rate of attendance is much better than in most schools.

10. The very positive features of pupils' attitudes, behaviour and personal development reported on by the previous inspection have all been sustained as strengths.
11. Children in the Foundation Stage make a very settled start to their education and show confident attitudes to work, to one another and to adults. They work with good effort and for prolonged periods, and show immense pride when they are told how well they have done something. By the time they are five most collaborate well with one another, co-operate successfully and behave very responsibly.
12. Pupils in both infant and junior classes settle to work quickly, show keen and willing attitudes to work and try very hard at all times to do their best work. They work carefully and take pride in what they accomplish. Pupils show patience as they wait their turn to answer questions or seek the teacher's attention when they need help with something. Relationships in school are very good and both stimulate and encourage pupils to work with confidence and enjoyment. Pupils respond with enthusiasm to the challenges and demands that teachers make on them. This was well demonstrated in a Year 3/4 science lesson looking at forces. The teacher skilfully built the lesson so that pupils were intrigued to learn more about gravitational effects on various sized balls. They watched as volunteers bounced the balls and were quick to explain what they thought was happening and why.
13. Pupils are quick to help out with jobs; some take responsibility for organising resources, keeping the library tidy, cleaning tables after lunchtime and assisting with the organisation of counting up house-points. Some older pupils are house captains. Pupils are confident to take decisions and have good levels of self-esteem that are fostered well through activities such as circle-time sessions. Pupils show tolerance, respect and care for one another. They have a good understanding and appreciation of values. Pupils know very clearly what is right and wrong, and show respect for one another and their teachers. When given the opportunity, pupils take on roles of responsibility well. For example, pupils raise funds to support a school in The Gambia. Other charities are also supported directly by pupils' own fund-raising endeavours. Through such work pupils know that they are fortunate and show empathy for those in different situations. The school's caring Christian ethos and strong church links supports positively the promotion of good values and pupils' sense of right and wrong.
14. Pupils respond very well to the three key school rules: *never hurt, take care and treat others with respect*. Standards of behaviour are very good at all times. The very few bullying instances are taken seriously and are responded to effectively. No exclusions have been made in the previous twelve months. Awards are given out for good work and behaviour. Parents are very pleased with the way in which the school supports pupils' positive behaviour and say that pupils are very good ambassadors for the school. The inspection team agrees with this view.
15. Those with special educational needs have positive attitudes to their learning. They have a range of stimulating opportunities to help them achieve successfully. Their tasks are designed to ensure they develop as well-rounded people as well as do well in their work. Their behaviour and personal development are good because their levels of self esteem are high. In consequence they feel self confident enough to contribute meaningfully to whole group discussions and decisions.

16. Levels of attendance in the school are very good and are contributing positively to the very good quality of education provided. Pupils arrive in good time for the sharp start to learning that the school makes.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

Very well

- Pupils have very good learning opportunities because the quality of teaching is very good
- Pupils are interested in their work and put in very good effort.
- They build skills and knowledge at an accelerated rate because of this.
- Pupils develop very good levels of self-discipline and self-reliance in their learning.
- This could be boosted by more timely focus on what is to be learned in lessons and how the work can be improved when marking.
- The quality of teaching seen during the inspection was very good overall, with no unsatisfactory teaching and about 96% that was good or better.
- All the staff know the pupils very well and they respond quickly to ensure learning is always purposeful and successful.

17. Standards are very good at All Saints First School because learning is made very compelling. All areas of the school are bright, airy and the quality of display is high. The presentation of the school in this way immediately sparks interest and curiosity. Both pupils and adults are inspired to find out more about environmental art, the geography of The Gambia or the spectrum of light, for example. In this way, the school – the people and the buildings - has become a resource for effective learning.
18. When the attention of visitors turns from the walls to the people, it remains evident that pupils are stimulated very well by the tasks and activities set for them. There is very good emphasis on personal research, investigation and problem solving in all subjects. Pupils are required to exercise their minds as well as their practical skills in subjects such as design and technology, physical education and science. Discussion following mental or physical activity is a cornerstone of the work, and this raises standards of basic literacy and numeracy strongly. Lessons are typically full of effort and productivity, much is completed and the quality of work is good at least. Pupils' powers of concentration are very marked, even amongst the youngest. There is always an air of independent and responsible working in lessons and the Year 4 pupils clearly become mature and sensible learners. All this marks good improvement on the situation at the time of the previous inspection; the strengths of teaching identified then have been sustained, and relatively weaker aspects have been boosted effectively.
19. These strengths of learning apply to all pupils in school. Pupils with special educational needs enjoy every opportunity to succeed. Tasks are provided that are matched to comprehensive individual education plans that have precise and achievable targets. Activities and resources are prepared well in advance so that the tasks can be started straight away by pupils whose anxiety to get on with tasks is often part of their special needs. Thus, the scenario for successful learning is set well and the pupils take up such opportunities gladly. Gifted and talented pupils also make the most of their learning and they achieve very well. Teachers are adept at giving all pupils opportunities to guide and control their own learning, and this at once stimulates interest, motivation and effort and boosts the rate of learning.
20. Behind the successes of learning is the very good quality of teaching. During the two days of their time in school, inspectors visited 23 lessons or part lessons. No teaching observed was unsatisfactory, in fact, all was of good or better teaching quality. This is a much higher proportion than is usually found and the proportion of teaching that was excellent, at twenty two percent, is similarly unusual. All pupils experience the strengths of teaching and this is the chief reason for the good and steady progress in learning made by pupils as they move from year to year.

21. Pupils in the Foundation stage are taught very well. Staff have good understanding of the requirements for the Foundation Stage and provide very good opportunities to build knowledge and skills in most areas of learning. There is good emphasis on personal and social skills, and communication, language and literacy skills are well promoted in all the areas of learning, leading to good progress.
22. Two singular strengths of teaching in infant and junior classes are:
- The high expectations held of pupils in both their academic and personal development
 - The management of pupils to ensure that they are well-motivated learners.
23. Teachers also have very good subject knowledge, lessons are planned very effectively and all forms of resources are used to benefit learning.
24. There are linked areas of teaching where more consistent practice will result in even better teaching and learning:
- The marking of work in books does not always flag ways in which pupils can improve.
 - There is relative inconsistency in ways to share and review with pupils the precise knowledge, skills and understanding to be learned.
25. As a result of the inconsistency in these things pupils do not always know how well they are learning or what are the next steps they must take.
26. Inspectors saw many lessons that would stand in good stead to show the strengths of teaching and learning. These include reception work on counting to and from ten and beyond, an art lesson on African beads in Year 1 and one on how to program a robotic toy in Year 2. Excellent lessons were seen in the joint Year 3/4 class on forces in science and musical rhythm. Nonetheless, inspectors were particularly impressed by a mathematics lesson that was developed imaginatively to involve all pupils in practical activity. In this Year 3/4 lesson, the pupils listened with care and responded with high levels of self-confidence as they found out more and yet more about fractions and how they are read and written. The pupils took up their duties as *maths detectives* with great enjoyment as they rolled dice, wrote the *numerator* and *denominator* on the board and talked about what it all meant. By the end of the lesson, pupils' level of skill and knowledge had been extended sharply and standards were very good.
27. All the staff know the pupils very well and are quick to respond to the changing nature of learning. This ensures that there is very good sense of purpose in lessons and that all pupils work hard within a family atmosphere.

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

Very good

- The curriculum is rich, relevant and stimulating and all pupils gain great benefit from it.
- There is an excellent range of activities outside lessons.
- Pupils develop into very pleasant individuals who are good to talk to because the school does a thorough job of developing their individual talents.

28. The curriculum opportunities provided for pupils throughout the school are very good overall. This represents an improvement since the last inspection when there were shortcomings in the curriculum provided. For example, subject policies and schemes were in various stages of development; these are now fully in place, and are being revised to take full account of the requirements of Curriculum 2000. The curriculum satisfies all the statutory requirements and provides a very good programme of personal, social and health education. The school has been active in seeking an Active Gold award for its work on health promotion matters. The curriculum is

broad and has been carefully planned so that it is very relevant for the pupils in this school. As well as ensuring that the Literacy Hour is effectively implemented, time has been retained for a number of the traditional skills of English, such as spelling and handwriting. The school has also given numeracy a high priority. Provision in the foundation subjects and especially in art, music and physical education ensures that pupils have high quality experiences that promote their cultural development and aesthetic appreciation. Two notable strengths in the curriculum are:

- ❑ The very good use of information and communication technology to support both teaching and learning across the curriculum
- ❑ The very effective way that emphasis is given to key skills and concepts through the cross-curricular approach to planning and delivery of subjects. This immerses pupils in rich and stimulating topics that results in them gaining very good knowledge, skills and understanding in all the subjects they learn.

29. The curriculum for the children in the Foundation Stage is good. Planning for these young children already incorporates the *Early Learning Goals* for children under five as set out in the recently published curriculum guidance for the Foundation Stage. Lesson planning is appropriately detailed and the children have access to a wide range of suitable activities and learning experiences which prepare them very well for studying the subjects of the National Curriculum when they are ready.
30. The excellent range of extra-curricular activities, including provision for visits and visitors, makes a positive contribution to pupils' learning, and includes very good links with the community. Members of staff and some parents give generously of their time providing after-school activities that include seasonal sports, French, and a wide variety of musical opportunities including recorders, guitars, woodwind and brass tuition. Systems to ensure that all pupils have equal opportunity to take part are fully in place.
31. Homework was one area that a very small number of parents told inspectors they felt could be strengthened. Inspectors disagree and are of the view that the holiday tasks set together with weekly reading, spellings and maths tasks are in line with what is expected for pupils of this age.
32. The provision for the pupils with special educational needs is very good. . They have the same opportunities as all pupils to achieve to the best of their ability. Clear procedures are in place for the early identification and assessment of these pupils. The information gained is used to particularly good effect in providing work for pupils who are withdrawn for individual teaching. Individual education plans of good quality are provided for all pupils for whom these are appropriate. They are reviewed regularly and parents are kept informed of, and fully involved with these reviews. The pupils with statements of special educational need are provided with most suitable support, in line with the requirements of their statements. Pupils with special educational needs are also fully involved in extra curricular activities in exactly the same way as the others.
33. The overall provision for the pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. This is similar to the judgement of the previous inspection team and, as such, is evidence that the school has held on to these strengths well. Pupils are being well prepared to take their place in an ever-changing world because of the well-chosen learning opportunities, for example in learning in some depth about Africa, its peoples and their cultures. Through art and music in particular pupils experience a very good range of culture. For example they have heightened appreciation of sculpture and art work because of the high quality of resources abundant in school and displayed with such style and flair. Through their own creative work pupils *believe* that they too can be great artists and every other year the school hosts an art exhibition to show off the many talents in art shown by the pupils.
34. The daily assemblies meet statutory requirements and make a very good contribution to the development of pupils' spiritual, moral and social understanding. This was well demonstrated in one assembly about Jesus and Zacchias. Pupils gave their undivided attention as they listened to the teacher's exciting story that explained how Jesus acknowledged Zacchias as he hid in the tree and changed him as a person through kindness. They all understood the message of "getting back what you give" in this story because the message was put across in such a skilful way.

Pupils are given time to reflect on such things and to take what they learn into their own lives.

35. Provision for the pupils' moral and social development is very good. All adult members of the school community provide excellent role models for the pupils to follow. The school provides an ethos where expectations are that tolerance, respect, care and co-operation will be at the heart of learning both academically and socially. The pupils learn the essential differences between right and wrong acts at an early age. In consequence, pupils are tolerant of one another's differences and the school is a harmonious community free from tensions of any kind. Provision for the pupils' social development is very good. All pupils are encouraged to carry out classroom jobs. The school regards it as a high priority to turn out good young citizens and this aim is behind the success of much that is done in this area.
36. The school has very good links with the local community and excellent links with a variety of schools in the neighbourhood, which make a very good contribution to the pupils' development. There are very strong links with All Saints Church. For example, the whole school attends church on the important dates in the Christian calendar. The vicar regularly takes assembly and is to be part of the working group set up to revise the religious education policy. There are also productive links with the middle school to which many of the pupils go. There are wide-ranging links with the local community, for example the pupils and staff organise a strawberry fayre annually which the whole village attends.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Well

- The school is vigilant in the steps taken to care for pupils and to ensure their welfare.
- Everyone knows each other and needs are well met.
- Procedures to assess, check and track individual achievement work well.

37. The strengths outlined in the previous inspection concerning pupils' welfare, health and safety have all been sustained at a very good level. The ethos in school is warm and caring and places children first. The school aims to provide a safe haven for all pupils and is successful in this. Pupils are taught safe practice in lessons and risks are assessed before conducting new activities. The school is very aware of road safety matters and is currently focusing attention on this aspect of health education. In the summer outside help was brought in to train pupils to be safe road users as pedestrians and cyclists. The training was celebrated by pupils and staff riding their bikes to a local recreation field and having a picnic. Child protection procedures are well-known to staff and follow the locally agreed guidelines.
38. The headteacher and staff know the pupils and their families exceptionally well.. This feature underpins the very good educational and personal support and guidance provided for pupils, which is carefully tailored to their individual needs. Consistently high expectations are encouraged and rewarded by a variety of incentives, like the use of stamps in the nursery, and house points in the main school, which promote the development of high standards both academically and in personal conduct. The consistent application of the school's behaviour policy has resulted in very high standards of behaviour, very good enthusiasm for school and has contributed to the very good relationships that underpin the pupils' successful achievements. There are appropriate procedures for monitoring absence and promoting good attendance. The school has little to do in promoting attendance as most pupils come to school regularly and on time. Nevertheless the award of the *superman trophy* to the best attending class is clearly a good motivator. As one boy in Year 3/4 pondered, *'If all three classes get the same attendance would we stand the trophy in the hall?'*

39. The school has made satisfactory progress in developing assessment but a tighter focus on this aspect of provision is still required. Teachers have sound procedures for assessing pupils' levels of understanding and attainment, and they identify the next targets for improvement for individuals in the areas of reading, writing and numeracy. However they are still not always clear how these targets influence the planning of lessons and the use of identified learning targets is not widespread in other subject areas. Pupils are given few opportunities to become involved in reviewing their own progress so that they are clear about what they need to do to improve. The school has started to take parents on board in the setting and review of targets. There are targets now in the pupils' annual written report that is sent home at the end of the school year, and the school intends to extend this practice.
40. The school is very aware of the needs of all pupils. Educational inclusion² is an integral part of its ethos. Very effective assessments of pupils' special educational needs are made early in pupils' school careers. Individual education plans are drawn up so that appropriate support is provided to meet the changing needs. Reviews are held regularly between staff and parents and, if necessary, outside agencies, to ensure that pupils make very good progress. Those pupils with particular gifts and skills are recognised, for example two pupils are currently working with the year group above their chronological age. The school has just appointed a part-time special needs coordinator whose remit will be to focus on the needs of pupils at both ends of the ability spectrum.
41. Parents value the ways in which the school helps their children to become mature and responsible. The programme of personal support and guidance is very effective in not only preparing pupils well for the next phase of their education, but also for future citizenship.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Very well

- The relationship with parents is very good and supports pupils' learning very well.

42. The very effective links with parents, church and community reported at the time of the previous inspection, have all been well maintained. The school promotes an open-door policy and works hard to involve parents in its work as it recognises the great value that a positive home-school partnership has in supporting pupils' learning. All new parents are invited to an induction day where they learn about organisational and educational expectations. Last year most parents took up the school's offer to spend half a day in school seeing what goes on in lessons. Parents are very pleased that their children are happy at school, make good progress because of good teaching, and are expected to behave well and become mature and responsible. The very good home-school agreement is a positive feature in building this successful partnership.
43. The majority of parents play an extremely beneficial part in the education of their children through supporting homework and attending meet the teacher evenings for example. There is a very good level of parental involvement in the school's daily life. Many parents and friends of the school give freely of their time to support both teaching and learning. One friend undertook the Great North Run and donated sponsorship monies to helping finance the new playground for example
44. Parents of pupils with special educational needs are constantly involved with the review process so that they can support their children and help the school to meet needs effectively. This has a positive impact upon pupils' learning because nearly all parents take up the opportunity willingly to give this support. Parental involvement goes beyond this, as they meet with staff on an almost daily basis, and so are regularly up dated outside the more formal process of review of needs.
45. An active Friends Association raises additional funding to support the school's priorities for improvement through organising social events. A number of governors are also parents or have had

² Educational inclusion is the provision made by the school for pupils of all backgrounds and abilities.

children in school in the past. They show good commitment to supporting the school and use their wide range of experience to help improve the quality of education for pupils.

46. Communication at school works well. Newsletters are friendly and informative. The school has sent out an annual questionnaire seeking parents' views on a range of issues. Parents say there has been good follow up on this. Seldom is there reference to personal targets in the annual written reports, though teachers do set these informally. This is one area that would make even better the school's already very good links with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Very well

- The headteacher is the key to the successes of this small school and leads it with excellence.
- Other staff carry out their management duties very well and there is a strong sense of shared commitment to high standards.
- Governors have firm grasp of the strengths and weaknesses of the school and they carry out all of their duties very well.
- Managers know individual pupils' achievements well and they ensure that very good quality teaching ensures that all pupils make good progress and that standards are very good.
- Pupils could be drawn into the process of self-evaluation more than they are.
- Money and other resources are put to very good use to provide a good education for the pupils.
- There are no shortages of books or most resources and staffing levels are good. However, the school is cramped in places.
- The school gives good value for money and it fulfils the principles of best value well.

47. Because All Saints First School is a small school, many jobs have to be carried on few shoulders. That this is done cheerfully and with great success is in no small measure due to the excellent qualities of leadership shown by the headteacher. She is clearly the pivot of the school and sets high standards both in her own teaching and in her management of people and processes. The school's previous inspection report showed management to have many strengths and leadership to be strong. Rising standards and much improved teaching and learning quality since then can be traced back to the headteacher's continuing determination and hard work.
48. All staff, teaching, classroom support, secretarial, caretaking, cleaning and catering more than pull their weight in making sure that the school provides an effective education for the pupils. Staff work together as a unified team, where each individual is valued and personal strengths are used for gain. The functions of deputy headteacher, senior management team and subject coordinators are more than effectively carried-out by the two full-time and three part-time teachers. There is a general level of consistency in following accepted procedures that is very good and the sense of shared commitment to improvement is second-to-none. All subjects are managed and led very effectively.
49. An example of the headteachers' sterling qualities as a school manager is to be seen in her role as the special educational needs coordinator (Senco). She is the major force behind the very good provision that is made to meet pupils' needs. Individual education plans are drawn up jointly by the Senco and other class teachers. These plans are then made available to all adults who work with the pupils, so that needs are met most effectively. The additional funding provided for meeting special needs is very well used in order to give the best possible support to pupils. The Senco monitors performance comprehensively and reviews individual education plans carefully, so that the on-going nature of changing needs is met quickly and well. Staff are very well aware of the nature of individual needs and prepared to meet them as a result of this process. In consequence, pupils with special educational needs make good progress.

50. The governors are key players in the successes of the school. They are in constant contact, are very well informed about the school's strengths and weaknesses and take successful steps to ensure that the school moves forwards on all fronts. Governors carry out all the expected duties very well and make sure that the necessary information about the school is published in the proper way. As a team, they ask the right questions at the right time to check that the school is doing as well as it should and they apply the principles of best value well to the work of the school.
51. The headteacher has devised and implemented some very good systems for tracking, checking and modifying the progress pupils make towards the targets set for them. Teaching staff are involved actively in this process, with the result that everyone knows the interests, needs and achievements of individual pupils very well. The information gained from this process is put to good use in setting well thought-out targets for attainment for each year group and in providing motivating and stimulating learning opportunities for pupils. The process of school self-review and improvement is good, but would be better if:
- Targets for learning are shared and reviewed more consistently with pupils in lessons.
 - Marking is used more constantly to show pupils where and how they can improve their work.
52. There is prudent control and management of the relatively small budget available to the school. All those involved in the school know that it costs a lot to educate each pupil and they are jointly resolved to make the best use of the funds available. The very good standards and quality of learning and teaching are indicative of the success achieved. The school development plan contains the right priorities for the school and it is used very effectively to judge how well priorities are progressing. Priorities are linked carefully to finance and the school makes good checks to ensure that decisions bring the anticipated results.
53. The school has good quality learning resources and whilst the accommodation is cramped in places, it is put to good use. There has been some imaginative modification to the available space to provide the necessary facilities in the library, ICT suite and for children in the Foundation Stage. The provision of play equipment for children in this last stage is not as strong as the general good level of resourcing and this reduces the progress made in the development of physical skills.
54. From the foregoing, it is clear that the staff are one of the main strengths of the school. There is a good number of teachers and support staff and they are all deployed very well to help pupils make good progress. School managers make very good use of links with the community and other schools in their bid to provide the best for the pupils.
55. The school does an excellent job of reflecting its aims, values and aspirations in its work. Despite the high cost of education, it gives good value for money because pupils enjoy very good quality teaching and learning, make good progress and achieve standards that are very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

What the school does well

- The school is very well led and managed and provides a rich all-round education for the pupils.
- The quality of learning is very good because teaching is lively, interesting and very well motivating.
- All pupils make good progress and overall standards are very good.
- The curriculum is rich and rewarding and prepares the pupils very well for the next stage of their education.
- Pupils develop into thoroughly good individuals because they are treated as individuals and there is a family atmosphere to learning.
- Most other things are done well or very well.

What could be improved

- There could be more involvement of pupils themselves in judging how good their work is.

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

To build on its strengths, the school should

1. Involve pupils and parents more in tracking progress, judging the effectiveness of learning and identifying how to improve.

by:

Setting, and sharing with pupils, the targets for learning in lessons
Reviewing the targets with the pupils at the end of the session
Using the marking of work to show where improvements can be made
Encouraging pupils to evaluate their own work more
Involving parents more in the setting and review of targets
Using the annual written report to parents to show how pupils can improve their work

See paragraphs 7, 24, 39, 46, 51, 74, 83, 99 and 111.

Additional issues for the school to tackle

Play resources for the Foundation Stage

See paragraphs 53, 58, 64, 65 and 66

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
22	22	56	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	51
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	9

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.2	School data	0.0
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	11	11
Percentage of pupils at NC level 2 or above	School	82 (100)	100 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

There were not enough boys or girls to make comparison of attainment by gender reliable, hence the gaps in the above table.

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	51
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 – Y4

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	15.5
Average class size	17.0

Education support staff: YR – Y4

Total number of education support staff	2.0
Total aggregate hours worked per week	33

Financial information

Financial year	1998-9
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	£
Total income	125 494
Total expenditure	121 746
Expenditure per pupil	2 100
Balance brought forward from previous year	9 360
Balance carried forward to next year	13 108

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	4	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	78	22	0	0	0
My child gets the right amount of work to do at home.	56	44	0	0	0
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	67	33	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	78	22	0	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	74	26	0	0	0

Parents hold the school in high esteem and have very few concerns about its work or the standards that their children achieve. Inspectors agree with this very positive view of the school. A very small proportion of parents had concerns about homework but the inspection team judges that the school has got this right.

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

- The key issue on provision for the under fives at the previous inspection has been tackled well.
- Children have the expected level of knowledge and skill when they start school.
- Good progress is made because children settle happily and have a good curriculum.
- Very good teaching and learning takes place.
- Children achieve the Early Learning Goals *before* the end of the Foundation Stage.
- Very good attitudes, behaviour and relationships amongst the children.
- Some improvement to resources for play is needed.

56. Since the previous inspection, the school has responded positively to the new provision for the Foundation Stage that ensure an appropriate curriculum is provided that takes account of the *Early Learning Goals* for children of this age. The teacher and support staff have a good understanding of the requirements for the Foundation Stage and maintain a high level of provision in all areas of learning. The children start school on a part-time basis in the term in which they will be five. After a short induction period, they attend full-time. At the time of the inspection there were eighteen children in a mixed pre-reception, reception and Year 1 class. Of these, three children were attending on a part-time basis. Eleven children of the children in the pre-reception and reception group were under the age of five. The teacher provides good learning experiences for all age groups in this mixed-age class.
57. An effective induction programme enables children to settle happily into school and eases the transition from home. Parents are happy with the provision made for their children. Early assessment information on entry to the reception year indicates that attainment on entry to the school is average, but varies from year to year due to the small number of children starting school each year. By the end of the Foundation Stage the majority of children are likely to exceed the *Early Learning Goals* in the areas of learning for children of this age. There are no children with special educational needs, or English as an additional language. Progress is good for all children in all areas of learning. There is a good focus on personal and social skills, and communication, language and literacy skills are effectively promoted in all the areas of learning, contributing well to children's progress. This good progress represents an improvement since the previous inspection. Day-to-day assessments add useful information to the checklists and records maintained, and sound use is made of this information when planning the next steps for learning.
58. Learning resources are good for most areas of the Foundation Stage curriculum. They are satisfactory for imaginative and outdoor play. Whilst this is an improvement since the previous inspection, resources for play are not as good as they could be. There are plans for further improvement within the school development plan. The recently developed secure outdoor area provides a grassed area as well as a well-marked playground surface, and a small climbing frame for children to develop their physical skills. The children use the hall with confidence on a regular basis, promoting good physical development.

Personal, social and emotional development

59. The good teaching in this area of learning results in good progress. By the time they are ready to start in Year 1 most children will exceed the standards expected for children of this age. The children are happy to come to school and enjoy learning. They listen carefully to adults and eagerly participate in the planned activities. Behaviour and relationships are good because the children have a clear understanding of the routines, know what is expected and respond positively to instructions. Most concentrate well on the tasks set, although a few of the youngest have a more limited concentration span. They share resources such as paint and glue when working on African masks. The children select activities confidently and help to tidy away at the end of the sessions.

Communication, language and literacy

60. The quality of teaching in this area of learning is good. By the time they reach Year 1 most children attain the *Early Learning Goals* for children of this age and a few children exceed these standards. Speaking and listening skills are well promoted by the adults. Careful questioning extends the children's vocabulary effectively. For example, in the African tale of *Zomo the Rabbit* the teacher asked the meaning of words such as *wisdom*, *scales* and *earn*. Some children could explain word meanings articulately. The teacher involved the children well in discussion, inviting their suggestions as to how they might get the fish scales. Their responses showed imaginative thinking. The children asked searching questions. For instance, one child asked *Will I see Sky God when I go to heaven?* Such questions received sensitive, careful replies. The majority use a good range of vocabulary and express themselves confidently.
61. All children enjoy listening to stories and sharing books. They handle books carefully and demonstrate good early treading skills. The most able children read fluently, using punctuation as a guide to expression. Most children talk with enthusiasm about their favourite books and have a good understanding of terms such as *author*, *title*, *blurb* and *publisher*. Many children recognise a good number of initial letter sounds and identify familiar words, and older children in the Foundation Stage read simple texts with increasing accuracy. All children attempt to write their names, many do so with accuracy. They record their ideas and experiences through drawing and early writing, such as the stories and pictures of some of the African folk tales they have heard. They draw the fruits in *Handa's Surprise*, write speech bubbles for *Yam's Talking*, and predict what stories are about from the cover. Reception children in the class begin to write simple sentences and practise handwriting with increasing co-ordination. Through stories and poetry from other cultures such as West Africa, together with exciting displays of artefacts, the children develop a very good cultural awareness.

Mathematical development

62. Teaching is good and the children make good progress because basic skills are systematically developed. Learning is good with the youngest children having ample opportunity to build on their knowledge of number. They do this well because they are well motivated. Standards are above average as the children have already achieved the *Early Learning Goals* and are working more within Level 1 of the National Curriculum. They count forwards and backwards up to ten with confidence and accuracy. They sort, count and match objects to numbers. They recognise and name basic two-dimensional shapes such as 'square', 'triangle' and 'circle', and some make graphs such as 'ways of coming to school'. The children develop a good understanding of basic addition and subtraction using language such as 'one more than' and 'one less than'. More able children record their results confidently. Most children form numbers correctly. Speaking and listening skills are well-promoted and children join in the number rhymes and songs with much enthusiasm. Children acquire and develop their understanding of a range of mathematical vocabulary because this is consistently reinforced, such as in the work on time, in money with coin recognition and through the simple graph work.

Knowledge and understanding of the world

63. Teaching is good and this leads to good progress and skill and knowledge levels. The children are well motivated and eager to learn. There are very good opportunities to promote children's cultural development. Visitors are frequently invited to school. The adults build on opportunities such as the visit of the school nurse and the vicar to extend children's understanding of people who help us. Through a wide range of well-chosen literature, children learn about other cultures such as Africa. They listen to African music, express their ideas about stories through visitors such as the African drummer and dancer, planned for the next week. They begin to understand differences such as climate, dress, food and the different animals and homes. Their knowledge and understanding of animals is developed well through their visit to Twycross Zoo. They record their findings in booklets, look at photographs and draw and paint the animals seen. Good links are made to science with most children understanding animal camouflage. They name and draw a range of African fruits following the story of *Handa's Surprise*. Through the good focus on African culture, the children

realise the importance of food and water to survive. They have opportunities to plant bulbs and seeds and begin to understand the factors necessary for growth.

64. All children have a good knowledge and understanding of traditional tales and rhymes from their own culture. They select materials and resources confidently, for example when making their lion masks, and develop skills needed to cut, stick and join materials. They use simple computer programs, developing confidence in the basic keyboard skills as well as reinforcing basic literacy and numeracy skills. There are some opportunities for children to explore and experiment through sand and water play, but not enough use is made of such opportunities to develop problem-solving skills and to challenge children's thinking through regular well-structured play experiences.

Physical development

65. Teaching is good. Most children exceed the expected levels by the end of their time in the reception class. Resources for outdoor play are adequate and there are plans to improve the range and quality provided. The children develop good body awareness and move confidently and with increasing co-ordination and control. They listen carefully to instructions and follow these obediently because listening skills are consistency reinforced and routines are clearly understood. Good use is made of the hall to develop movement skills. In such a lesson, children listened to African music and extended their imaginative ideas through role playing explorers on a long exploring journey. They worked well individually, in pairs and small groups. After discussion with their partner they moved expressively to show movements such as *digging, planting, collecting seeds* and *cooking dinner*. They moved well, contrasting speed and direction, using small steps, then giant strides, curling and stretching into long thin shapes and wriggling through narrow spaces. They "beat" African drums as they performed imaginative dances and interpreted the music well. All performed with enthusiasm and good expression. The more able children showed good imaginations as they struggled through a sandstorm with the wind against them! They made good use of the very limited hall space. The children handle scissors, paint brushes, pencils and crayons with good control. There are many opportunities to refine these skills through the use of construction kits, malleable materials and the range of art experiences presented to children.

Creative development

66. As a result of the good teaching and support the majority of the children exceed the standards expected by the time they leave the Foundation Stage. Progress is good because the children are well-motivated through a range of rich experiences. The children have a good repertoire of songs, which they sing tunefully and with great enjoyment. They make up their own words to rhymes such as *Rain, Rain go away* confidently singing aloud, while the rest of the class listen attentively, and then join in. Early skills in composition are well developed as they use body sounds to compare simple percussion for rain, thunder, wind and lightening. There are very good opportunities for all children to express their own ideas and communicate their feelings through music and dance. Fewer opportunities were observed for ideas to be extended through well-structured role play. The children are presented with a variety of skills and techniques such as printing, painting, collage and drawing. The youngest children use paint and collage material to make lion masks. Reception children draw and paint animals seen on the zoo visit. They learn to mix colours confidently and produce collage pictures of nursery rhyme characters. Older children explore pattern, producing work in the style of Paul Klee. The adults working with the children support them well. They encourage independence and value the children's work. Good quality displays enhance the learning environment, extending children's knowledge and understanding, as in the African necklaces and beads display, which the children then make for themselves and decorated, having learnt the meaning of the different colours and having explored and handled the range of artefacts displayed. Good use is made of the computer with programs such as *Colour magic* to extend children's knowledge and understanding of pattern and colour.

ENGLISH

- Good improvement since the previous inspection.
- Very good standards.
- Girls do rather better than the boys, but the school is working hard to boost boys' attainment.
- Good progress.
- Very good attitudes, behaviour and relationships in lessons.
- Very good teaching and learning.
- Very good curriculum.
- Excellent leadership and management of English.

67. Since the previous inspection, when attainment was average overall, standards have improved greatly. The results of the 2000 SATs at the end of Key Stage 1 were well above the level found nationally in reading and were very high in writing. Standards in writing were, in fact, amongst the top five percent of all schools in England. When compared to similar schools, standards were average in reading and very high in writing. It is evident that there has been very good improvement to standards since the 1997 inspection.
68. Because of the small year group size it is not always viable to compare differences in attainment between boys and girls in the test results. However, over the past two years results show that there is a broad tendency for girls to outperform boys in English. The school is alert to this fact because of its careful analysis of data over time and it is actively seeking ways to maximise boys' interest. So, for example there is a good focus on non-fiction books in classrooms. The headteacher has also attended training to address the issue of boys' writing and has a number of initiatives earmarked to assist the process of raising standards amongst boys in the school as a whole.
69. Inspection findings indicate that standards are above the national average at the end of Key Stage 1 and are well above average by the time pupils leave the school at the age of nine. Improvements to the teaching of English, including the successful implementation of the literacy strategy, have raised standards considerably, and this has had a positive effect on other subjects. The very good provision meets the needs of all pupils very well, enabling higher attainers to achieve very well. Good support is also provided for lower attainers which enables them to achieve well, given their prior attainment. Pupils in Years 3/4 are well on course to achieve very good standards when they take the national tests at their next school.
70. Speaking and listening skills are above average at the end of Key Stage 1 and well above average at the end of Year 4. Pupils make good gains in learning because throughout the school teachers adopt a consistent approach to learning. Effective questioning and extended conversations promote pupils' confidence in speaking aloud. Pupils are encouraged to express their opinions and ideas about texts used in literacy hours. In an outstanding lesson, Year 3/4 pupils were encouraged to think more deeply about the vocabulary used in the text *Mufaro's Beautiful Daughters*. The lively teaching style excited pupils and inspired them to learn. They worked hard to define the meanings of more complex vocabulary and were encouraged to predict and draw conclusions. Pupils gained confidence, asking relevant and searching questions about the text. Many expressed their ideas articulately and used a wide vocabulary when explaining their ideas.
71. Pupils attain well above average standards at the end of Key Stage 1 in reading. Accelerated learning for the older Key Stage 2 pupils continues to build on these very good standards by the age of nine. Average and below average pupils have a good understanding of letter sounds, helping them to tackle unfamiliar words with confidence in many cases. Above average readers read fluently and expressively with a good awareness of the effects of punctuation to emphasis the drama of a story. They have a wide range of strategies to cope with unfamiliar text. Most pupils enjoy books and well-maintained reading diaries show that pupils read a good number of books from a wide range of genres. Pupils read with increasing fluency and accuracy. Older pupils and more able younger pupils are eager to discuss their reading and express their reading preferences. They have a good knowledge of authors and are familiar with fiction, poetry and non-fiction books. They use vocabulary

such as 'illustrator' and 'blurb' with confidence. The older pupils understand how books are classified in the library and locate books and information easily and quickly. Average and above average readers have well developed skills coping confidently with the texts presented to them. Many lower attainers have sound skills. Pupils with special educational needs are well supported in lessons and this enables a good number to make very good gains in their learning. The very good focus on language in other areas of the curriculum contributes very well to pupils' skills and confidence.

72. Standards in writing are very high at the end of Key Stage 1. These standards are maintained in Key Stage 2 and as a result very good gains in learning are made throughout the school. The very high standards are a result of very good and some outstanding teaching, which inspires children to want to learn. The rewriting of *The Rainbow Fish* story in a Year 2 illustrates pupils' ability to structure a story carefully from an initial plan, to consider the choice of descriptive vocabulary and to use language imaginatively, creating interest with phrases such as '*this was no ordinary fish ... no...*'. The teacher used every opportunity to reinforce exciting language in a Year 3/4 lesson observed that examined how the settings in the story of *Mufaro's Beautiful Daughters* influence events. For example, she drew attention to a story beginning, '*From that day on*' suggested by a pupil, saying '*that's a good story start – store that for the future!*' No opportunity was missed to enrich the pupils' learning. Magical moments were created as she produced enormous gourds, saying '*could there be monsters in the forest?*' Pupils handled the gourds, shaking, smelling and feeling them. There was an air of suspense and wonder as she then produced beautiful orchids in pots, inviting the pupils to describe the perfume and to '*weave these into your stories, somewhere*'. Pupils wrote enthusiastically and, periodically, volunteers read aloud a 'golden line' they had written. They were excited by the ideas and proud of their writing.
73. Pupils write at length using an interesting range of adjectives. Pupils write for an increasing range of audiences and purposes as they move through the school. In Year 4, pupils write letters to pen pals in The Gambia, stories and descriptive writing about *Ghost Dog* and accounts of the visit of *Rusty the Police Dog*. A range of poetry shows understanding of different poetry forms, while sensitive prayer writing shows concern for the environment and moral issues such as *hunger* and *homelessness*. Letters of thanks and journalistic writing are displayed about the room. In all classes there is an emphasis on extending literacy skills through other subjects. A study of light in science, in Key Stage 2 included vocabulary such as *opaque* and *translucent*, while a geographical study of Kenya produced factual information and maps. Many strategies help pupils with writing and promote independent learning. Word banks, sentence starts and dictionary skills are examples of these.
74. Standards of handwriting are good. Younger pupils practise letter formation, while in Year 2 pupils learn to join their writing. By the time they are nine, pupils write neatly in ink using a cursive style. The constant reinforcement and regular attention to spelling strategies, patterns and high frequency word tests ensure very good standards of spelling. Teachers' high expectations are reflected in the work pupils produce. Work is regularly marked, but does not always identify what pupils need to do to improve their work. Not enough use is made of target setting, sharing and review in lessons to increase pupils' knowledge of their own learning.
75. Teaching is good throughout the school. In some lessons it is very good and in Year 4 it is outstanding. Teachers have a secure knowledge of the English programmes of study and the requirements of the literacy strategy. Skills are systematically developed and opportunities to extend learning are created. The whole school planning contributes very effectively to the good links between subjects. All teachers use a rich and wide vocabulary to promote pupils' enthusiasm for language. Pupils are encouraged to consider their choice of descriptive vocabulary carefully, making use of dictionaries and thesaurus where appropriate. Extended writing time enables pupils to plan their work, clarifying ideas before writing. Good use is made of plenary sessions to reinforce teaching and learning and to promote speaking and listening skills. The planning of more challenging tasks for the most able and careful grouping of pupils contributes effectively to the high standards of work produced.

76. Pupils with special educational needs have clearly identified targets within well-written individual education plans, which are carefully followed resulting in well-focused teaching. Well-directed use of support enables pupils to succeed. As a result many of these pupils achieve good standards and they make very good progress, given their prior attainment.
77. English is well managed, with all staff contributing to the effective planning and following the excellent lead given by the headteacher. The very good use of display, exciting artefacts and wealth of quality books are contributory factors to the success of the subject.

MATHEMATICS

- Good improvement since the previous inspection
- Very good standards
- Good progress
- Very good attitudes, behaviour and relationships in lessons
- Very good teaching and learning
- Very good curriculum
- Excellent leadership and management of mathematics

78. The school has built well on the successes in mathematics identified in the previous inspection report. In 1997 the best teaching of mathematics was in the junior class and this is where progress and standards peaked. Today, standards and progress are more universally good and the quality of teaching is very good through the school.
79. Teaching and non-teaching staff have devoted considerable time and energy to the introduction and consolidation of the numeracy hour. This has had good impact on standards because it has speeded up the response of pupils, underlined the need for accuracy and helped them to focus on efficient ways to solve problems. These skills have been further enhanced by the very good use made of mathematics in other subjects. Work on display throughout the school shows how arithmetic, measurement and data handling knowledge and skills are applied to other subjects and how pupils' competence in these is improved because of the additional practice.
80. Standards in mathematics are very good overall. At the age of five, pupils have broadly average knowledge and skills in the subject. Because mathematics is taught so successfully, all pupils make good and steady progress through the school. By the age of seven, standards have risen to be good and by the age of nine they are very good. This picture is to be seen in the 2000 SATs results and in the wider mathematics work completed in lessons. Last year, the SATs results of seven year old pupils were amongst the top five percent in the country. They were very good when set against those of pupils in schools with similar entitlement to free school meals. Over twice the national proportion of pupils gained level 3 in these tests. In fact, all pupils reached level 2 and more than half got to level 3.
81. The work in books and folders is of similar quality. Very good standards are evident in all aspects of mathematics, including problem solving and investigation, shape and space and data handling. The very good curriculum for mathematics is structured to make sure that progress in learning is even and systematic through the school. Where topics are repeated, this is to revise and then extend knowledge, skills and understanding. Thus, the pupils follow a spiral course upward as they go from strength to strength academically.
82. Much focus has been given to teaching and learning in the years between the two inspections. Mathematics lessons are interesting and participative learning opportunities that the pupils take up very well. Key characteristics of learning are the keenness and the very good effort given by pupils. Much work is completed in the set time and there is clear increase in knowledge and skills both within individual lessons and, cumulatively, across longer spans of time. Pupils develop very good competence in basic numeracy because mathematics pervades the full curriculum so effectively.

83. It is evident that the pupils enjoy mathematics, but so do the staff. This results in very good teaching overall. Some excellent mathematics teaching was seen (see the Year 3/4 example quoted under the teaching and learning section on page 15) and the general standard is uniform through the school. Strengths of teaching include subject knowledge, the methods used, the management of pupils to ensure good learning takes place and the use of time, learning resources and support staff. As in other lessons, the teaching and learning of mathematics would be even more powerful if there was more consistent setting and sharing of targets for learning in each session and if marking was more informative about ways to improve the work.
84. Nonetheless, mathematics lessons are very successful. The hard work, very good standard of behaviour and relationships and the ever-increasing levels of maturity and self-reliance in the pupils is very noticeable as the visitor moves through the school from reception to Year 4. Pupils know they have come to work in mathematics lessons and they live up to this expectation without exception. Pupils with special educational needs are a major party in this enjoyment, hard work and good achievement. The staff know their individual needs very well and highly effective support is given to enable special needs pupils to do well. Similarly, the highest attaining pupils are catered for successfully and they are developing very well as efficient mathematicians. All pupils take great pride in their achievements and want to do even better in the future.
85. When a mathematics lesson starts in any class, the pupils can expect a very good deal. This is well represented by the Year 1 lesson observed on the early steps in addition and subtraction. Pupils were visibly pleased to be starting the lesson, they listened carefully as the teacher explained what was to be done. They seized on her deliberate mistakes, correcting her quickly, thereby showing good knowledge of odd and even numbers and the values that are one or two greater or less than a given quantity. The teacher moved the learning on at a brisk pace, so that soon the pupils were counting in fives to fifty and then calculating *doubles* to 5+5. The teacher clearly knew her class very well and she provided a rich range of activities to promote learning. The *witch's cave* was a popular, if eerie, number game to round off the introductory section of the lesson. The remaining time was spent using the facts covered practically in written problems. All pupils advanced their learning sharply, and by the end of the lesson, many pupils could explain to the teacher that 3+4 could be worked out as (3+3)+1, combining their enhanced knowledge of *doubles* and values *one more than* in so doing. Standards in this lesson were well above those expected for Year 1.
86. The strengths of provision and attainment in mathematics are all down to excellent leadership and management of the subject. There is unwavering commitment to high standards throughout the staff and everyone knows individual pupil's strengths and areas for development. Well-judged targets are set for attainment in each year group and progress towards these is checked very carefully. Underachievement is spotted quickly and eliminated without delay.

SCIENCE

- Good improvement since the previous inspection
- Very good standards
- Very good progress
- Very good attitudes, behaviour and relationships in lessons
- Very good teaching and learning
- Very good curriculum
- Very good leadership and management of science

87. The previous inspection report judged that standards were average at the end of Key Stage 1 and above average by the end of Year 4. Progress was found to be satisfactory at Key Stage 1 and good in Key Stage 2. The quality of teaching was generally good with some very good teaching in Year 3/4. Today, considerable improvement is evident. Nonetheless, school management identifies improvement in science as a continuing priority.
88. The results of the 2000 teacher assessments at the end of Key Stage 1 show that pupils attained

standards in science that were amongst the top five percent nationally. Standards were also high when set against those found in schools with up to eight percent of pupils entitled to free school meals. The proportion of pupils gaining the higher level 3 at the age of seven was double the national average.

89. Evidence from the current inspection shows that Year 2 pupils are well on the way to matching last year's results. Their standards are already good and they are making very good progress in their work. The scrutiny of past work shows that such consistent progress is made throughout the school. Excellent progress is being made in the Year 3/4 class because teaching challenges all pupils to think, discuss, predict and record their findings in depth.
90. Coverage of the strands of science as identified in Curriculum 2000 is very good throughout the school. In Year 1 pupils have an impressive amount of practical, investigative experiences as they find out about forces. They race paper fish with paper beaters in order to discover how force affects speed. They record their findings on tally charts and the resulting knowledge and understanding is consolidated profitably as they blow paper around mazes. This helps pupils learn that movement around corners is different from movement in straight lines, and that the forces have to be applied differently if the paper is to follow the maze.
91. This development of skills is further reinforced in Year 2 when pupils use play dough to discover how forces can change the shape of materials. There is appropriate challenge for pupils of all abilities. For example, all pupils record their findings in different ways; some pupils write at length and others use Venn diagrams to separate the different effects of pushing and pulling on materials. Higher attaining pupils are challenged to use accurate scientific language to describe their findings.
92. In the Year 3/4 class the same theme is continued, but the knowledge and skills gained are more complex. This systematic development of skills and knowledge is largely due to the well thought-out scheme of work adopted by the school. This relates increasingly sophisticated science to the same basic whole-school topic. Thus, in the Year 3/4 class, pupils set up their own experiments in the hall in order to investigate how different sized balls bounce. In this lesson the pupils made a number of perceptive observations and they soon understood the relationship of the decreasing bounce height and the pull of gravity. The oldest pupils in school set out their recording in their own style and they are given every encouragement to make their own choices of materials and methods for the work.
93. Progress in science is very good throughout the school with some excellent progress being made in Year 3/4 when the activities are particularly demanding. At the end of the bouncing ball lesson, pupils were challenged to think and explain about different forms of energy. One pupil talked knowledgeably of *kinetic energy* and by the end of the lesson, several other pupils understood this phenomenon. Higher attaining pupils benefit from the extra challenge that comes with the need to set up their own experiments and to devise their own method of recording. Pupils with special educational needs are well supported, but are also challenged to do well because staff expect a lot of the pupils, whatever their abilities. Their special needs are met through carefully devised tasks that match well to their individual education plans.
94. Pupils' attitudes to science are very good in Key Stage 1 and excellent in the Year 3/4 class. Pupils respond exceptionally well to the variety of their tasks set for them. They work with great measures of excitement, but without losing accuracy in their work. They know this is necessary if they are to become the true scientists the school expects them to become. Concentration is well sustained in lessons because of the high level of interest created. Behaviour is extremely good for the same reason.
95. Teaching in Key Stage 1 is very good. In the Year 3/4 class it is of the highest quality. All planning is done very thoroughly, with very good attention paid to the requirements of Curriculum 2000. All pupils' needs are taken into account, but the emphasis in planning is also given to the ways in which all pupils can be challenged by the work in order to extend individual achievements. Learning is well prepared and organised throughout the lessons and resources are used to the best possible advantage so that progress is maximised.

96. The head teacher co-ordinates the subject very successfully. She leads by example in making excellent provision for learning in the Year 3/4 class. Other teachers take up her example extremely well.

INFORMATION AND COMMUNICATION TECHNOLOGY

- Very good improvement since the previous inspection
- Very good standards
- Good progress
- Very good attitudes, behaviour and relationships in lessons
- Very good teaching and learning
- Very good curriculum
- Excellent leadership and management of information and communication technology

97. School managers took very seriously the challenges presented by the need to expand the provision for information and communication technology (ICT) in this small school during the time between the previous and present inspections. Although ICT provision was judged satisfactory and standards were at the expected level in 1997, managers resolved to bring about improvements. As part of this process, the interior of the school was re-modelled to provide a joint library-ICT resource area. No matter that it is small, this facility has made a strong contribution to the improvement in the quality of teaching and learning and pupils' progress in the subject.
98. ICT pervades the whole curriculum, as examination of the high quality displays about the school shows. Staff have very good knowledge of the subject and they are adept at identifying the potential of computers in learning across most subjects. Pupils learn to use computers from their early days in school and their knowledge, skills and understanding improve from the expected level at the age of five to very good by the age of nine. This applies across the full range of the subject, so, Year 4 pupils are equally at home word processing, handling spreadsheets, controlling processes or communicating via the Internet.
99. Teachers adopt a two-fold approach to ICT that places equal emphasis on learning about the subject itself and learning more about other subjects by using ICT. Pupils have no hesitations in using the technology. They show very good levels of independence and self-reliance when working individually or in small groups and they concentrate hard on the task. Their output is very good in quantity and quality, and overall progress rates are good. This form of response is due to the very good quality teaching of the subject. Staff have high expectations of work and conduct that are met entirely. ICT resources are put to very effective use, and class and group management skills are a strength. Some targets for learning are shared with pupils, but this could be more consistent, and there is very little reviewing of what has been learned at the end of lessons.
100. Like the pupils, the staff are not intimidated by the rapidly advancing technology in use. Very good investment has been made in staff training since the previous inspection and this is an ongoing programme as the *New Opportunities Funding* training in ICT has yet to take place. Management and leadership of the subject are excellent and the shared sense of determination to bring improvement has resulted in very good progress being made with changes to the subject since 1997.
101. Nearly every lesson observed during the inspection had some form of ICT component. This is an unusual, yet entirely appropriate arrangement. In one session held in the hall for Year 2 pupils there was a buzz of activity as pupils worked out how to program a robot-like vehicle to cross the floor. The routes chosen became progressively more demanding on thinking and programming skills. The teacher used a number of original ideas to help the pupils work out the distance to be covered and urged them to predict the stopping point following the entry of a particular set of instructions. Pupils grasped quickly the distance that the vehicle travelled for each press of the keypad. They used mathematical skills of estimation, measurement and comparison in this work and were very gratified when the vehicle did as it was programmed and came to a halt exactly where they wanted it to, at

the other end of the hall. Skills, knowledge and understanding had all increased markedly during this work.

RELIGIOUS EDUCATION

- Good improvement since the previous inspection
- Good standards
- Progress accelerates as pupils learn more about the subject
- Very good attitudes, behaviour and relationships in lessons
- Very good teaching and learning overall
- Very good curriculum
- Very good leadership and management

102. At the time of the last inspection standards were at the expected level in religious education (RE) throughout the school and satisfactory progress was made. Today, standards are similar to those in 1997 by the end of the infants, and are above those expected by the end of Year 4. Progress is now good in Years 1 and 2 and very good in the Year 3/4 class. This is due to improved teaching and better subject knowledge because teacher now have a firmer grasp and understanding of the locally agreed syllabus for RE. This marks good improvement since the last inspection.
103. In Year 1 pupils begin a two year rolling programme of work. At this stage they concentrate upon the Christian religion as a major focus of their learning. *Faith in action* is the current theme throughout the school. The infant classes have focused upon *belonging* by starting with themselves in Year 1 then moving on to find out about the place where a monk lives as a contrast to their own lives. This theme is then well developed in Year 2 as pupils begin to write about the daily life of a monk. This work shows systematic development of knowledge in the two classes, and the use of RE to support the development of literacy skills and knowledge.
104. The same theme continues in the Year 3/4 class, where the different year groups carry out separate tasks. Their learning is combined in parts of the lesson, so that their knowledge of illuminated manuscripts and a more in depth understanding of the lives of monks is extended. The completion of a monk's daily diary demonstrates their secure knowledge level. The progress made in understanding and knowledge is also clear. Progress is good for all pupils, including those with special educational needs. In Year 3/4 pupils expand their knowledge of other religions, for example by completing detailed studies of the Jewish and Hindu religions.
105. Pupils' attitudes to RE are very good throughout the school. They are interested in their tasks and put in good effort. Pupils attempt to make their work as neat as possible. This is clearly shown in the work on display around the school. This is selected from all age groups and from all ability groups. Such displays serve to set good examples and targets to aspire to and pupils respond very positively to this encouragement.
106. The quality of teaching is good in Years 1 and 2 and very good in Year 3/4. Planning is thorough and detailed. Good quality resources and artefacts are used well to help pupils learn more about the topics studied. Standards are extended where teaching is best, as pupils are expected to form opinions by contrasting their lives with those of others. For example, at harvest time their own lives were contrasted meaningfully with those of children in Romania. The headteacher also uses assembly times effectively to reinforce learning for pupils. She encourages pupils to join in the retelling of familiar RE stories in assemblies. An example of this in inspection week was when the story of Zaccheus was told and pupils acted the parts. This held all pupils' interest well and consolidated and extended knowledge effectively.
107. The headteacher leads and manages the subject very well. She has been responsible for the good improvement to the subject since the previous inspection and has ensured that resource levels and quality are satisfactory and that resources are well used.

OTHER SUBJECTS

A total of five lessons were seen in subjects other than those discussed above. Past work in art and design, design and technology, geography, history physical education and music was also examined closely. Because there was less evidence in total for these subjects, they are reported together here.

- Good standards at least in each subject.
- Good progress.
- Very good attitudes, behaviour and relationships in lessons.
- Very good teaching and learning.
- Very good curriculum, and links between subjects are developed very well.
- Very good leadership and management.

108. The school has developed a broad and well-balanced curriculum for art and design, design and technology, geography, history, music and physical education. The sound standards attained in these subjects found at the time of the previous inspection have been maintained and extended. Pupils in all classes build knowledge, skills and understanding at a good rate and by the age of nine standards are very good in art and music and good in the other four subjects.
109. Two inter-related strengths of provision are very evident. Firstly, all subjects are used as the vehicle to improve literacy and numeracy skills and knowledge. Writing, for example, is the focus of work in geography and history. Pupils have pen pal contacts with Strand elementary school in The Gambia. Their learning is made exciting and stimulating when they send and receive letters outlining the differences and similarities in life in Church Leigh and West Africa. Secondly, the curriculum is strengthened by the many links made between subjects. One high quality display showed pupils at work on environmental art projects that bound knowledge of art and design, design and technology, literacy and science together. Another display had pupils' intelligent painted impressions of light and colour related to scientific facts about the spectrum and movement of light.
110. The quality of teaching is very good; it is lively and imaginative. Good use is made of specialist teaching to develop pupils' skills in physical education. A comprehensive range of appropriate artefacts, pictures, maps and photographs are used to develop pupils' appreciation and knowledge. Activities and tasks are chosen with care to meet the needs of all pupils and to help them learn more about their studies. Consequently, good learning is the norm in lessons.
111. Pupils put in good effort, behave very well and complete their work in the time allowed. Much of the work is of a strong practical nature and pupils show very good levels of independence and responsibility in their application to the work. Their personal development is strengthened by teachers' expectations that they will grow in maturity as learners as they move through the school. Pupils discuss their findings sensibly and show that they can be trusted to share and organise their own work. This process would be enhanced by more emphasis on setting, sharing and reviewing targets for learning in lessons. This would also advance pupils' own knowledge of how well they are faring, as would the indication of ways to improve the work more consistently when marking written work.
112. The work in other subjects makes a very strong contribution to pupils' spiritual, moral, social and cultural education. Displays about the school show the very firm emphasis that is given to attractive and beautiful images in print, picture, action and spoken word that catch the attention and cause reflection and, often, amazement. Pupils have very good opportunities to discover more about the work of artists, musicians and writers from western and other cultures. Subject managers adopt the maxim that if the school does not advance these things, then the pupils will have few other chances to enjoy and appreciate cultural diversity, living as they do in a rather remote area. Music, art, dance and drama are seen as things to enjoy as well as learn about. The pupils are fired with enthusiasm to do both and standards are often very good because of this.
113. The coordination, management and leadership of the other subjects are shared amongst the two full time and three part-time teachers. This system works very effectively. There is very good

understanding of the strengths and areas for improvement and the school draws very well on expertise found amongst the local cluster of schools and in the county generally to enhance the quality of the curriculum, teaching and learning. The programme of extra-curricular activities is excellent and extends pupils' knowledge and skills across the curriculum very well. There is a thriving French club, many games activities and musical events, all of which are very well supported by the pupils. Governors have recognised the need for pupils to learn to swim and have devoted funds to providing the necessary tuition. This enables a good proportion of pupils to reach the desirable standard in swimming. Regular visits to places beyond the village and the programme of visitors to school also make valuable contributions to pupils' knowledge of geography and history, for example.