

INSPECTION REPORT

**SELSTON C of E INFANT AND NURSERY
SCHOOL**

Selston, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122745

Headteacher: Mrs L Shelton

Reporting inspector: Mr R Heath
1262

Dates of inspection: 11th – 13th February 2003

Inspection number: 248387

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| School category: | Voluntary controlled |
| Age range of pupils: | 4 - 7 |
| Gender of pupils: | Mixed |
| School address: | Nottingham Road Selston Nottingham |
| Postcode: | NG16 6DH |
| Telephone number: | (01773) 780131 |
| Fax number: | (01773) 780131 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Kevin Lee |
| Date of previous inspection: | 14 th June 1999 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|---|--|
| 1262 | Mr R Heath | Registered inspector | Mathematics Information and communication technology | Characteristics of the school School's results and pupils' achievements Attitudes, values and personal development Teaching and learning Curriculum Leadership and management |
| 9569 | Mrs J Leaning | Lay inspector | Educational inclusion | Attendance School's care for pupils Partnership with parents |
| 2041 | Mrs V Reid | Team inspector | Foundation Stage English Science Art and design Design and technology Geography History Music Physical education Religious education Special educational needs English as an additional language | |

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Selston Church of England Infant and Nursery School is situated near the northern end of the village of Selston, close to the border of Nottinghamshire with Derbyshire. The village originally grew around a coal mining community. It now has light industry and most housing is owner-occupied. The school is the only Church of England infant school in the village and is a popular choice for parents in the parish and the wider community. Its future has been affirmed by the local education authority (LEA) and the Diocese. The school is smaller than the average primary school. There are 46 boys and girls in the reception and Years 1-2 classes, together with 40 children attending the nursery part-time. At the time of the inspection there were three classes: a nursery class, a mixed class of reception and Year 1 and a class of Year 1 and 2 pupils. The number on roll is increasing and pupil mobility is negligible. For example, during the last school year, two pupils left the school and one arrived other than at the usual times of admission or transfer.

Only a few pupils take free school meals and this is well below average. All pupils are white, two of them from a background other than British or Irish. At the time of the inspection, no pupils were at an early stage of learning English. About one in eight pupils are on the register of special educational needs (which is below average). This includes one pupil with more specific learning difficulties. The school is involved in three national initiatives to promote children's wellbeing; Healthy Schools, Sport England and Quality Assurance in the Nursery. Children enter the nursery with a wide range of attainment that is average overall. The school has a strong partnership with parents.

HOW GOOD THE SCHOOL IS

This is an excellent school. It is very effective and highly successful in providing an all-round education for its children. Children come to school eager to learn; they expect to achieve high standards, and they do. From a broadly average base, the standard of attainment in mathematics and science by Year 2 is well above average, and in English it is very high. Teaching and learning are first rate. Pupils' attitudes to learning and behaviour are exemplary. The very high quality of relationships is at the heart of this school and they are a key factor in ensuring that pupils' overall personal development is excellent. Governors, staff and the Church work very well together to ensure that leadership and management of the school are very effective. The school provides very good value for money.

What the school does well

- Standards are high in mathematics and science and are very high in English.
- Pupils' attitudes, behaviour and spiritual, moral, social and cultural development are excellent.
- Teaching and learning are first-rate.
- The school's partnership with its parents is excellent.
- Leadership and management are very good and the contribution of the Governors is excellent.
- Children between three and five years old get off to a very good start.

What could be improved

- The school has no significant weaknesses.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in March 2001. The only key issue for action was for the school to work with the LEA and diocese to determine future arrangements that will secure good quality provision for pupils. This issue has been positively resolved and arrangements made to ensure the provision of high quality education. The confidence of the governing body and other

agencies in the future of the school has been borne out. Standards are high in the core subjects. Teaching is now, overall, excellent especially for pupils in Year 2. The few minor weaknesses referred to in the body of the previous report have been tackled effectively. For instance, pupils use information and communication technology (ICT) to enhance their learning in other subjects more frequently. Pupils' concentration is now consistently high. The quality of pupils' writing, said to be good, is now a delight to read. Governors and staff share a strong commitment to high standards in all that the school provides and have the capacity and determination to continue further improvement.

STANDARDS

During the last two years, following significant changes in the teaching staff, pupils attained high standards in the National Curriculum assessments for seven-year-olds. In both years, each pupil achieved at least the basic standard in reading, writing and mathematics. In 2002, over half the pupils achieved the higher Level 3 (the standard normally expected of nine-year-olds) in both reading and writing, and half of them achieved this level in mathematics. There were too few pupils in the class to make meaningful comparisons between the performance of boys and girls. The upward trend over the last few years, since the staff changes, was achieved by improvements in the number of pupils gaining the higher levels. Pupils' results in writing are outstanding. This is often the weakest area in the national picture where nine per cent of pupils in this age group achieve Level 3 in writing.

Pupils' overall standard of attainment in the work seen during the inspection is well above average and in English it is very high. Writing is a strength of the school. Pupils swiftly recall basic mathematical facts and their methods of mental calculation are impressive. Their knowledge of a broad range of science and their eagerness to investigate ideas are equally admirable. Pupils acquire high levels of confidence in the basic skills of ICT and use computers well to enhance their learning in other subjects. Standards in religious education are well above what is expected of seven-year-olds because its teaching is inspirational. In other subjects, pupils make good progress and achieve good standards. Pupils with special educational needs are very well supported in their learning and do as well as they possibly can. Children of nursery and reception age are firmly on course to achieve, or exceed, the early learning goals expected of them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Excellent. Pupils are eager to learn and they enjoy their lessons very much. They want to know more. |
| Behaviour, in and out of classrooms | Exemplary in lessons, around school and in the playground. A very civilised community. |
| Personal development and relationships | Excellent. The very high quality of relationships is at the heart of this school. Pupils are caring, thoughtful and a joy to be with. |
| Attendance | Very good. Little unauthorised absence. Pupils want to come to school. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 |
|------------------------|-----------------------|-------------|
| Quality of teaching | Very good | Excellent |

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.

Teaching and learning in mathematics and science are very good and in English they are excellent. Basic skills of literacy, numeracy and ICT are thoroughly taught and learned. Pupils are exceptionally well taught how to structure their writing to make it interesting. Teachers work very hard and enthusiastically on behalf of their pupils. They take particular care to plan introductions to lessons that grab pupils' imagination and inspire them to want to learn. Consequently, pupils are eager to engage with the lesson and they sustain high levels of interest and concentration. Those with special educational needs are equally well taught and make very good progress, particularly in basic skills. Higher-attaining pupils are also appropriately challenged by specific work for them, or by their teachers' high expectations of the outcomes of their work in tasks set for the whole class. Other main strengths are teachers' detailed knowledge of their pupils' attainment and their planning for their next stages of learning. The high quality of the teaching is underpinned by excellent knowledge of the subjects taught. Lessons frequently buzz with excitement. Occasionally, in a little of the teaching, the style of questioning contains the answers and this hinders pupils' opportunities to think things out for themselves.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|---|
| The quality and range of the curriculum | Very good. The school offers a broad, well-balanced and clearly planned curriculum with a strong emphasis on the basic skills of literacy, numeracy and ICT. Extra-curricular provision, visits and visitors enhance and enrich learning. |
| Provision for pupils with special educational needs | Very good. Thoughtful and effective planning between teachers, teacher assistants and parent helpers ensures work is well matched to these pupils' needs and they make very good progress. |
| Provision for pupils with English as an additional language | Very good. These (few) bilingual pupils are well integrated into their respective classes and provision for them is well matched to their needs. |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Excellent. A strength of the school. The thoughtful and well-structured provision and the strong links with the Church ensure a positive and encouraging ethos in which pupils become first-rate, reflective, caring young citizens. |
| How well the school cares for its pupils | Very well. Teachers know their pupils very well. All adults carefully supervise them and give them much encouragement to achieve their best. Children and pupils feel happy and secure. |

Curriculum planning makes meaningful links between subjects where it is appropriate to do so. The school works closely with parents and tries to keep them well informed about the progress of their children. The close links with the Church, the community and outside agencies are effective in promoting pupils' wellbeing.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The enthusiastic leadership of the headteacher is effective in ensuring very good teamwork between staff and governors in the management of the school's provision for its pupils. |
| How well the governors fulfil their responsibilities | Exceptionally well in both strategic management and day-to-day governance. |

| | |
|--|---|
| The school's evaluation of its performance | Very good. Effective action is taken to maintain high standards and improve yet further on the quality of teaching and learning. |
| The strategic use of resources | Very good. Finances are very well managed and controlled and are used very efficiently and effectively for the benefit of pupils. |

The commitment to high standards is evident in all that the school does. Almost all aspects of management are strong and effective. All adults work hard as a team, and teacher assistants are a strong feature of the teamwork. Monitoring and evaluation of teaching and learning are very good and analysis for trends and specific weaknesses leads to effective action. The site is well kept and clean for which the cleaner in charge is to be commended. The school does much to apply the principles of best value in all that it does. Its policy, however, does not do itself justice; it ensures competition in securing the best prices for resources and labour, it challenges its practices in, for example, supporting pupils with special educational needs. It does much to consult about improvement, and to compare its performance with similar schools. The application of these four principles is not, however, sufficiently rigorous.

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 quality of the teaching. • The ease with which they can approach the school with questions or a problem. • Pupils are expected to work hard and achieve their best. • The leadership and management of the school. • Their children enjoy coming to school. | <ul style="list-style-type: none"> • The range of activities outside lessons. • The provision of creative activities. |

The inspectors endorse the very positive views expressed by parents. They judge that the provision of the range of activities outside lessons and for creative activities is as good as can be expected in a school of this size and character, and is better than in many similar schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. As a result of very good teaching throughout the **Foundation Stage**, children under the age of five make very good progress. They are carefully assessed on entry to the nursery and their attainment varies widely, but is average overall. Subsequent teaching and learning are sharply focused on each child's particular needs. As a result, their confidence in speaking and their gains in the early skills of reading, writing and mathematics accelerate. All children are in line to reach, if not exceed, the standards expected in the national guidance for children by the end of the Foundation Stage. At this stage of the school year, almost all children of reception age already achieve high standards in communication, language and literacy, mathematical development and personal, social and emotional development. Children are very competent in the basic skills of using a computer.
2. In the **national tests** taken near the end of Year 2 during 2002, all eight pupils attained the yardstick of Level 2 in reading, writing and mathematics and a very high proportion of them achieved Level 3. Pupils do exceptionally well in writing compared with the national picture. Teachers' assessment of pupils' attainment in science was equally high. When the school's results are compared with those of similar schools (with similar numbers of pupils known to be eligible for free school meals), using the average points scored by all pupils, their attainment is again very high in reading and writing, and well above average in mathematics.
3. Standards of the work seen in **English** are very high and have improved significantly since the last inspection. Pupils speak, read and write with increasing confidence and relevance in their use of words and in their growing love of language. They make very good progress in Years 1-2, especially in Year 2. Teachers' planning and teaching methods motivate and inspire pupils to have high expectations of themselves. All pupils, including those with special educational needs, achieve their best, and the best of this is of exceedingly high quality. Pupils aged 11 would be proud of some of the writing produced by these seven-year-olds.
4. **Speaking and listening** are of very high quality and are purposefully developed in all subjects. Discussion is planned and structured by teachers to enable pupils to clarify their thinking, use technical vocabulary correctly and to confidently join discussions or answer challenging questions. The use of 'talking partners' in the mixed class of pupils in Years 1 and 2 effectively develops confidence in conversation and clarity of thinking. This strategy is used effectively, in, for example, numeracy lessons to encourage pupils to come up with alternative methods of mental calculation, in science to determine the faults in electrical circuits, and in religious education when considering aspects of the Shabbat meal. Pupils listen keenly to their teachers' explanations of what they are to do in lessons.
5. Pupils **read** to a very high standard. They develop a love of books and readily and regularly practise their reading with adults, including their parents and carers. Guidance is given in reading aloud by frequent short sessions, in groups, with their teacher. Pupils learn to read new words effectively using a variety of strategies, such as, thinking about the context, building the word from the sounds of its parts and clues from illustrations. Pupils develop clear preferences in their choice of reading and discuss well their reasons for reading particular books. By Year 2, pupils know the difference between fiction and non-fiction books and use the glossaries and indexes of reference books to find information. Dictionaries and contents pages are also used effectively.
6. Standards in **writing** are very high. First-rate teaching has enabled pupils to make very good progress in their quest to become fluent, independent writers in a range of styles. They are taught very effectively how to structure their writing and to understand how authors write. They write for different purposes, such as, prepare instructions for a task, describe the sequence of

events and tell a story. As a result of the emphasis placed by teachers on discussion and reading, pupils' best work is in the writing of imaginative stories, and in high-quality poetry. Characters are developed very well, the context is imaginatively described and a story unfolds. In such writing, they demonstrate a good grasp of grammar, spelling and punctuation. Handwriting is well presented and letters well formed. Their work is a pleasure to read.

7. As a result of very effective and high-quality teaching, pupils make very good progress in **mathematics** and their attainment is well above that expected of seven-year-olds. This is a big improvement since the previous inspection. Samples of pupils' work, and that seen during lessons, indicate that pupils have a firm grasp of numbers to 100 and higher. They know the relative order of numbers and understand that the '3' in the number 135, for instance, means '30'. Their quick recall of basic facts and their competence in mental methods of calculation are strengths because teachers ensure these skills are frequently practised. They develop confidence in doubling and halving numbers and are getting to grips with multiplication. For example, many recognise multiples of five, and give reasons for saying that, for instance, "35 is a multiple of 5". Most pupils in Year 2 are successful in solving problems in everyday contexts involving money and measures. They tackle successfully two-stage problems and explain their method clearly. Equally, pupils demonstrate a very secure basic knowledge of common shapes in two and three dimensions. They use their knowledge of mathematics confidently in other subjects, such as, representing scientific data by appropriate graphs.
8. Standards in **science** are well above average by Year 2 and have improved notably on those at the time of the last inspection. Pupils' knowledge is very good across all branches of the subject because they are taught by well-informed teachers and learn by doing much practical scientific investigation. For example, pupils in the mixed class of Years 1 and 2 understood thoroughly the concept of a complete electrical circuit by rectifying faults in a number of given circuits. They learn to test their predictions under controlled conditions and develop well their understanding of a fair test.
9. Pupils' attainment in **ICT** is above the level expected in Year 2. In both Year 1 and Year 2, pupils develop increasing confidence in using the equipment to explore computer programs. For instance, the younger pupils learn well that a computer is used to control events. They correctly used a programmable toy to describe, by simple sequences of instructions, the path Red Riding Hood should take to get to Grandma's cottage. Pupils confidently use the mouse to select programs from screen icons and select and use appropriate tools from a tool bar in, for instance, their use of a paint program. Equally, in English, they develop well-polished pieces of writing, using the features of a word processing package to open, edit, print and save their work. They are beginning to extract information from the Internet under close supervision. They use well ICT to enhance their learning of other subjects. This is an improvement on the previous inspection.
10. Attainment in **religious education** is well above what is expected of seven-year-olds. Pupils make very good progress in the programme of work set out in the locally Agreed Syllabus. As a result of first-rate teaching, they deepen their understanding of Christianity and some of the other major religions of the world, such as Judaism. They gain a growing awareness that people across the world hold different beliefs, values and customs and that they influence the way people live. The teaching gives a strong emphasis to sharing, valuing and celebrating, based on pupils' own experiences, stories and the local community. The links with the local Church help pupils to understand, and take part in, major Christian festivals. The subject was not reported in the previous inspection.
11. Pupils' attainment in other subjects is generally above that expected of seven-year-olds because of the consistent high quality of the teaching. They gain a broad base of knowledge and skills from their keen participation in a wide range of creative and physical activities and from their studies of people and places, past and present. High-attaining pupils and those with special educational needs are equally nourished and achieve their best. Those pupils with English as an additional language are thoughtfully integrated into the school's programmes of learning.

Pupils' attitudes, values and personal development

12. The excellent relationships between children, pupils and adults are a strength of the school. These relationships are at the heart of children and pupils' excellent attitudes to work and of their first-rate personal development. Such positive features help to create an atmosphere where pupils, including those with special educational needs and those with English as an additional language, thoroughly enjoy learning and make very good progress. These findings reflect considerable improvement since the time of the previous inspection when a more positive ethos was beginning to develop.
13. Pupils are keen, interested and very enthusiastic about their learning. They listen well to their teachers and become highly motivated by the first-class teaching they receive. For example, those in the class of Year 1-2 pupils quickly became excited about extending their understanding of Judaism during a religious education lesson as their teacher began to discuss with them the preparation of the Shabbat meal, adding authenticity with candles, plates and other artefacts. They went on to work with confidence and enthusiasm in the tasks expected of them. Pupils respond very well to challenge and are always ready to join in discussion. They ask questions as well as answer them. Equally, they take pride in their written work. Pupils also enjoy and participate with enthusiasm in extra-curricular activities such as the computer club and cooking and healthy eating.
14. In lessons, and when moving around the school, pupils' behaviour is excellent. Children in the nursery and those of reception age learn to behave very well and to adjust to different activities in large and small groups with increasing confidence. As pupils move through school they develop a very good understanding of the conventions and high expectations of behaviour, and try hard to live up to them. For example, they line up sensibly for lunch and in readiness for entry into school at the end of play times. During outdoor play they socialise well together and make use of the many number games marked on the hard-play surface and walls. They are polite and welcoming to visitors and are ever-ready to engage in discussions with them.
15. The excellent relationships within the school community are based on mutual trust, shared values and respect for each other. Pupils know their teachers are approachable and this gives them confidence to seek help when they need it. Teachers and pupils enjoy sharing humour. Pupils come from a range of social backgrounds and very few are from different cultural heritages. All pupils are, however, skilfully encouraged to develop acceptance and tolerance of each other. Because of this, social harmony exists and pupils work and play very well together. Equally, pupils show respect for others' values and opinions during discussions in lessons. They are always eager to take on responsibilities such as taking registers to the office or filling water bottles at the start of sessions.
16. The rate of attendance is good. It is above the national average and the rate of unauthorised absence is below the national average. Pupils arrive punctually to school and to lessons. No child has been excluded from school. At the time of the previous report, successful efforts had been made to raise attendance. Parents at the meeting, in questionnaires and in discussion were very positive about attendance; they understand the procedures and are pleased that their children love coming to school.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching in the lessons observed was very high and was almost equally and entirely very good or excellent. Taking account of the consistently high quality of planning at all levels and the use of assessment information to help pupils improve their learning, the overall quality of teaching is excellent. This is a very significant improvement on the previous inspection when teaching was good or better in all lessons and in Year 2 was consistently of high quality. Changes in personnel, a strong commitment to improvement, further training and well-integrated teaching assistants are key factors in this increase in the quality of teaching over the last few years. Impressive, enthusiastic and inspirational teaching is to be found in each classroom, and especially in the mixed-age class of Years 1 and 2 pupils. This ensures that pupils in the Foundation Stage and in Years 1-2 receive much high-quality teaching that enables

them to achieve as well as they can and, for most pupils, well above what is expected of their age group.

18. Teaching in the Foundation Stage is very good overall and sometimes excellent. Planning is very clear, detailed and provides very well planned, structured play that enables children to make very good progress towards what is expected nationally of nursery-age children. Older children of reception age work towards these early learning goals and also, where appropriate, move towards the levels of the National Curriculum. The curriculum includes all the six areas of learning and emphasises independence through offering a good range of activities that are always available indoors and made easy for children to select and work with independently. At other times adults focus on particular skills to be learned and practised and then children are involved in direct teaching, working in large and small groups. Regular daily time outdoors allows for both focused and child-selected activities. In all areas of learning, teacher assistants make an important contribution to the good progress children make. They are well briefed and when working with groups of children, they intervene very appropriately to challenge thinking and extend learning.
19. Teachers in Years 1-2 have excellent knowledge of the subjects and aspects they teach and have a very effective repertoire of teaching methods. This enables them to select appropriate content, make topics very interesting, arouse high levels of motivation, explain things very clearly and ask challenging questions. The only lapse in the high quality teaching was a few questions in a lesson that were too prescriptive and almost provided the answers before the questions were asked, thereby limiting pupils' opportunities to think things out for themselves. In contrast, in all lessons, pupils are asked to explain their thinking which helps them to gain both confidence and increased understanding. A clear and strong emphasis is placed on subject-specific vocabulary in order to ensure that all pupils, including those with special educational needs and those having English as an additional language, can contribute to the lesson and understand essential ideas and information. In a science lesson for pupils in Years 1-2, for example, the teacher's questions as she produced the components of an electrical circuit from a bag probed pupils' initial understanding of electrical circuits. The questioning also ensured they understood terms such as, crocodile clip, connections to the positive, or negative, terminal as well as their understanding of a complete circuit. By discussing their answers further, pupils gained a firm understanding of how to check for faults in circuits and learned to describe such faults using scientifically correct language.
20. Basic skills of literacy and numeracy are taught very thoroughly and exceptionally well. Teachers encourage discussion and expect pupils to explain their views and reasoning. In numeracy lessons, for instance, pupils are regularly required to compare their methods of mental calculation. In other subjects they discuss very well the people, places and objects they learn about. Pupils learn to structure their writing very carefully, thinking of themselves as authors. Teachers expect pupils to work hard to make sure that work is carefully written, grammatically correct, with appropriate levels of detail, and neatly presented. A strong emphasis is placed upon reading for understanding in all subjects.
21. Teachers' planning is excellent. Lessons have clear and very effective structures, often based on the traditional three-part lesson of introduction, main area of learning and a thorough review at the end, a style recommended by the National Strategies for Literacy and Numeracy. Very good use is made of the guidance provided in the schemes of work of the Qualifications and Curriculum Authority (QCA). The planning always includes specific provision that is suitably challenging for higher-attaining pupils. In a numeracy lesson for those in the class of reception and Year 1 pupils, for example, higher-attaining pupils were required to find the missing numbers in cut-outs of parts of the 100-square having only one or two numbers entered on the cut-out.
22. Teaching for pupils with special educational needs is very well planned. Most support is within class, either for a group or for an individual pupil. Occasionally a small number of pupils are withdrawn for specific support during literacy and numeracy lessons but they are always with the whole class at the start of the lesson and they return for the plenary session. During these times with the whole class they are very well supported with additional explanations to allow

them to take part and have the confidence to answer questions or offer ideas. 'Talking partners' in the mixed Year 1 and 2 class are a great help in sharing ideas. This boosts pupils' confidence to take part in discussions. Teacher assistants help pupils without doing it for them. For example, in one lesson, careful listening and discussion allowed pupils to offer and make a good attempt to write and spell very descriptive words such as 'gigantic' and 'enormous' in order to describe the hill where Aunt Sponge lived in the book, 'James and the Giant Peach'. As a result of such very well focused and encouraging support, children and pupils with special educational needs learn very well and make very good progress. In other subjects, such as art and design, geography and history, the needs of high-attaining pupils, those with special educational needs and those at earlier stages of learning are met by their teacher's high expectations of the quality of their final product, arising from a common task for the whole class.

23. The teaching reflects exceptionally high expectations of what pupils can do and how they should learn. This ensures that a well-balanced range of teaching methods and classroom organisation is provided across subjects and classes. Explanations and demonstrations are clear. Discussion as a way of learning is used very effectively, provoked by thoughtful and challenging questions that require pupils to answer in clear and technical language. For example, at the start of a geography lesson, pupils in Years 1-2 readily produced impressive lists of physical and human features of an area they are studying, to the astonishment of parents helping with the lesson. Practical work and the practice of skills and routines are used very well to extend and consolidate pupils' understanding and are especially productive in the teaching of younger pupils in the mixed-age classes. Resources are used very well, including the use of ICT to motivate and enhance pupils' learning. The development of pupils' skills in problem solving, investigation and extended pieces of independent work are very thoughtfully planned; for instance, pupils are required to be 'electricians' in finding faults in circuits or 'authors' in structuring their writing.
24. All teachers have very effective strategies for maintaining the excellent behaviour of pupils. The high quality of interesting activities and teachers' high expectations that pupils will behave well combine effectively to promote this excellent behaviour. On the few occasions pupils' attention drifts, or they speak when they shouldn't, a well-targeted question or the teacher's 'tone of face' brings such pupils back into the lesson. Praise, encouragement, humour and enthusiasm are used effectively to sustain pupils' involvement in lessons. As a result, lessons are very well managed and a 'buzz of excitement' or quiet concentration prevails, and often leaves pupils wanting to know more.
25. Time is used exceptionally well. Lessons are conducted at a very good pace, with variations to suit the circumstances. Many resources are of good quality and invite interest, particularly those provided by teachers and the community. Teachers assess pupils' work and check progress very thoroughly during lessons. Marking is done very carefully. It offers encouragement and often includes helpful advice and comment on pupils' achievements. Such assessments provide an accurate base upon which to set targets for pupils. Homework is set with reasonable frequency; it draws parents into pupils' learning by encouraging them to help their children to read or write and to consolidate aspects of numeracy.

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

26. The school very successfully provides a broad, balanced, clearly structured and relevant curriculum. It ensures a wide range of very good-quality interesting and stimulating learning opportunities is provided for children in the Foundation Stage and pupils in Years 1-2. Care is taken to plan for the needs of pupils with special educational needs, higher-attaining pupils and, appropriately, for those having English as an additional language. They have full access to the full and extended curriculum, with very well targeted support to ensure that their special educational needs are fully met. All subjects of the National Curriculum, religious education and personal, social, health education and citizenship are included in the school's curriculum. A well-balanced time allocation is given to each subject. This enables subjects to be taught

effectively to the required levels. An appropriate emphasis is given to literacy and numeracy (about half of the total teaching time). Training for teachers and teacher assistants has been very effective in improving subject knowledge and raising confidence in teaching the planned curriculum, especially in literacy, numeracy and ICT. Now that the future of the school is secure, a thorough overhaul of subject policies is underway, with a particular emphasis on provision for the Foundation Stage.

27. The three permanent teachers, including the headteacher, share a heavy responsibility in curriculum leadership of subjects and whole-school aspects such as assessment and tracking of pupils' progress. Nevertheless, the impact of teachers' planning on pupils' learning is carefully evaluated and appropriate adjustments are made. Governors have a good working knowledge of the curriculum and its planning for the needs of the school and particular governors are attached to key aspects and subjects. Parents are happy with the broad nature of the curriculum and that their children's special learning needs are well catered for. A small minority, however, questioned whether sufficient time is given to creative activities. Inspection evidence suggests it is.
28. Subject planning is very good. It is very thorough and shows clear progression for pupils in Years 1-2. Meaningful and relevant links are planned between subjects. In particular, the different needs of pupils in the mixed-age class of reception children and younger pupils of Year 1, and of the class of Years 1 and 2 pupils, are very thoughtfully planned. The most recent national guidance is used very well as the basis for planning all subjects, except in RE where the locally Agreed Syllabus is used. For example, very clear expectations of the different levels to be attained in lessons are evident in the planning and indicate the support and extension work required by different groups of pupils. A strong emphasis is placed upon the provision of a wide range of teaching and learning strategies. Wherever possible, pupils learn from first-hand experience, whether from artefacts in history, field work in geography or from visitors to the school. Occasionally, drama is used to good effect in motivating and enriching pupils' learning. The pupils' learning environment is rich in challenging and interesting opportunities. The national literacy and numeracy strategies are very well established and standards have improved considerably during the last two years. Since the previous inspection, planning for pupils' overall curricular needs has been further refined and developed.
29. The curriculum gives pupils good opportunities to develop their skills in ICT. As a result, they use their skills to support their learning in other subjects such as English, mathematics, science and art and design. In all subjects, good provision is made for pupils to develop their skills in speaking, listening, reading and writing. The school is extremely successful in promoting pupils' confidence in learning within an ethos of "I can...." The learning environment promotes positive images of success across the curriculum by displaying high-quality work by pupils.
30. The school's provision for pupils' personal, social, health and citizenship education is very good in giving pupils an awareness of how they might cope with a world of conflicting views, attitudes and practices. A relatively good range of extra-curricular activities has been given momentum by the new headteacher: computer and healthy eating clubs each had a good take-up at the time of the inspection. Involvement with the national initiatives 'Healthy Schools' and 'Sport England' further enrich pupils' learning. The school's ethos of a clear commitment to high standards and the inclusion of all pupils in its learning opportunities are clearly evident in the teaching and learning.
31. Overall, the provision for and the development of spiritual, moral, social and cultural education are excellent and are a strength of the school. The school is very effective in providing a positive and encouraging ethos. Links with the Church make an excellent contribution to these aspects along with lessons in religious education. The very high-quality relationships among all of the adults who work in and around the school provide an excellent model for pupils. The first-rate climate for learning is very effective in including all children and pupils and in meeting the Mission Statement of 'nurturing all the children in our care'. Improvement since the previous inspection is very good.

32. The spiritual development of pupils is excellent. Teachers consistently foster pupils' self-esteem and make them feel valued members of the school community by praise and encouragement. They help pupils to understand empathy, respect and care by the attitudes, values and beliefs they show in the very high quality of relationships they enjoy with other adults and pupils.
33. Themes in assemblies explore feelings and emotions such as anger, jealousy and happiness and dealing with bad feelings, such as, fear – how to be still and calm. For example, during a Celebration assembly, children and pupils arrived to beautiful North American Indian music that was calming and encouraged a mood of reflection. Lighted candles help to create a mood of a different time in school and in a religious education lesson pupils were awestruck at the lighting of special candles for the Shabbat. 'Wonderful Week' awards helped all pupils share others' feelings about, for example, the birth of a new brother and coming back to school after being ill, as well as feeling proud about good work, effort and thoughtfulness. As a result, pupils feel good about themselves, and so can value others. An assembly led by the vicar was an uplifting experience for all involved. The use of action songs, a Bible story and very enthusiastic teaching kept all pupils engrossed throughout. They had fun whilst learning important concepts about dealing with times in life that are difficult and how to gain peace.
34. Opportunities to understand the importance of sustained effort arise in completing set tasks and in extended pieces of work in lessons. The school embraces teaching methods and styles that value pupils' questions, ideas, thoughts and concerns. The collective worship policy contributes very well to the development of spirituality by including broad elements of music, prayer and stillness.
35. The moral development of pupils is also excellent. Pupils have a strong sense of right from wrong. Throughout the school, they have many opportunities to develop their moral values in whole-school assemblies, during lessons and through what they learn in religious education. A clear moral code and the commitment to the Christian faith underpin the policy and practices for maintaining good behaviour and for promoting equality of opportunity. School rules are simple and well understood. The two classes in the main school discuss and decide on their own classroom rules, which are then displayed. Teachers use opportunities well in lessons to extend pupils' moral development. For example, during a literacy lesson in Years 1 and 2, pupils completed a very mature analysis when reflecting on the 'crimes' of Aunt Sponge and Aunt Spiker in 'James and the Giant Peach'. They considered what may have been in their characters, such as, being vain and wanting their own way, that made them do wrong things. Pupils understand that different cultures and faiths have their own rights and wrongs, for example, the observance of the day of rest in Judaism. As a consequence, pupils understand and respect others, are willing to share their ideas and are beginning to understand the effect of their actions on others. They feel respected and valued as individuals and so respect others, the environment and take care of property that is not theirs. This can be seen, for example, in the care of books and in tidying away carefully at the end of lessons.
36. Pupils' social development is excellent. It begins in the nursery where children respond very positively to the encouragement to work and talk with adults and other children as they engage with very carefully designed practical activities. In the two classes in main school, very high-quality teaching methods and organisation include very good opportunities for pupils to work collaboratively. For instance, in the Year 1 and 2 class, pupils frequently use 'talking partners' to share and talk through ideas. They learn to take turns to speak, however eager they are, in groups and in whole-class discussions. The sense of family that pervades assemblies is a daily experience for all pupils. Midday meals are social occasions and supervisors make sure that awards for 'good manners' and the 'best behaved table' are given at the weekly 'Celebration' assembly. The marking of work always includes praise for trying and improving. All pupils know and understand the nature of 'Wonderful Week' awards. During a Celebration assembly one pupil received an award for 'being helpful without being asked', another for 'being a wonderful class member who helps people in trouble and is always smiley and cheerful' and one because of the birth of a new brother. A whole class received an award because of how well they worked as teams producing working models of lighthouses. Pupils are expected to take responsibility

for presenting work well, to complete work and also for such tasks as filling all pupils' water bottles at the start of the day. Most work and play equally well both independently, and with supervision.

37. Visits in the locality and visitors to the school offer opportunities that pupils eagerly seize, to interact with others and widen their horizons. The safety education programme led by a retired police officer helps pupils to develop self-awareness, positive self-esteem and confidence in different life situations. Pupils talk clearly about the bad effects of alcohol and smoking. In a lesson about dealing with strangers, they practice saying 'no' confidently to strangers and also know how to identify 'safe' strangers. Pupils readily engage adults in conversation, particularly to show what they know, understand and can do. Above all, they mix very well together at playtimes and during lunch; older with younger pupils, boys with girls, and all display excellent social skills. Behaviour is exemplary.
38. Pupils' cultural development is very good. They gain a strong awareness and understanding of their own cultural heritage and values and, to an appropriate level, those of other cultures. As a result, pupils have a positive acceptance and appreciation of the diversity of their own and other cultures. For example, pupils listen to a wide range of music such as North American Indian and Gregorian chants. They gain a very good knowledge, and understanding of other faiths and lifestyles through work in RE, history and geography, such as Tocuara in Mexico and Hanani in South Africa. The link with Hanani School has made pupils aware of the difficulties some children face in their learning. In history they learn about life in times with no electricity. In literacy, the range of texts includes other cultures and poetry as well as many traditional stories from their own heritage. One boy with Portuguese as his home language was also enjoying 'Red Riding Hood' - the class text - in his own language at home.
39. Displays of pupils' work, lessons and interesting artefacts reveal their growing understanding and knowledge of major world religions. In one lesson, for example, pupils showed a very good level of knowledge of the Jewish faith and the symbolism behind the artefacts used in the celebration of the Shabbat.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides very good care for its pupils within a firm, consistent atmosphere where all children are valued and respected and can feel happy and secure. It is a strength of the school. In this small school, staff know children and their families very well and relationships are excellent. Children are encouraged to become independent learners, to do their best, to develop good relationships and to take a pride in their work, and they do. Pupils are supervised by a sufficient number of adults at play and at lunchtimes. Outside agencies, such as the education welfare officer and the school nurse, who is involved in the 'healthy eating project', give good support to the school. This very good care enhances the opportunities for children to achieve very high standards in their work.
41. The child protection policy is good. Information is clear and it follows the local education authority guidelines. The school's liaison with the area child protection committee is sound. The head teacher is the named person and staff knows the procedures. The policy for health and safety is good; it is clearly laid out and has comprehensive information. There is a named teacher and governor. Risk assessment is carried out with sufficient frequency and recorded, as are any incidents. A strong sense of the importance of the health and safety of pupils prevails and it is a regular agenda item at the weekly staff meeting. A strong temporary fence separates the play area from the car park. New permanent fencing is included in the proposed building work to improve accommodation for the Foundation Stage. Substances are stored safely. There is no evidence of litter or graffiti. Pupils' work is carefully prepared for the very good displays around the school.
42. The school promotes very good behaviour through a shared and successfully implemented behaviour policy, which contains a clear set of aims. There are many rewards, which include praise, stickers and a 'grab bag'; children have a raffle ticket and can pull out a reward for

continued good behaviour. A weekly celebration assembly recognises good behaviour and other achievements. During the inspection this assembly was a truly happy occasion. There are very few sanctions but these are appropriate and parents would be involved if necessary. The clear procedures to prevent bullying are in place and respect for and tolerance of others' beliefs and cultures are promoted. The pupils play and work together very well and do not leave anyone out. In the playground, for example, one girl said to one of the boys, 'come and play with us' (at skittles), and he did.

43. There is a member of staff qualified in first aid; two others are awaiting training and there is first aid equipment around the school. There is no medical room and space is at a premium. Children are carefully looked after, however, and parents are contacted if their child is unwell. An accident book is kept and parents notified in case of head injury. Fire drills take place each half term and fire, physical education and electrical equipment is checked regularly to ensure pupils' safety.
44. The attendance policy is good; parents understand the expectations, which are also outlined in the school prospectus, and they are notified of any concerns. In extreme cases a home visit is made. Most absences are due to illness, with few other problems. Registers are kept according to requirements and are regularly monitored. Most pupils arrive punctually to school and to lessons; lateness is monitored very carefully.
45. Appropriate arrangements are made to ease children's entry to the nursery and for transfer to the next stage of their education. Before starting in the nursery, children are visited at home and also come into school. Once children enter the nursery, parents are encouraged to stay until their child is settled. Most pupils move to the same junior school, where meetings and visits are arranged prior to entry. Samples of pupils' work and records of their progress are passed on to this school.
46. Overall, the school's procedures for assessing pupils' attainment and progress are excellent. To a large extent this accounts for the high standards pupils achieve. There was no specific mention of assessment in the last report. Assessment of pupils' learning is used very effectively in guiding specific teaching and learning for the different needs of pupils, including those with special educational needs, in all lessons. It is also used very well to identify and set priorities for the whole school in, for example, improving writing. The excellence lies in the comprehensive nature of the procedures. Marking is always constructive. It tells pupils what made the work good and what to do to improve. It is related to the lesson objectives and each pupil's targets. Pupils are clear about 'What the teacher Is Looking For' (WILF). In lessons, very good questioning probes understanding and checks on the learning of pupils of differing abilities. The benefits of being a small school are clear in that the teachers and assistants know the children and pupils exceedingly well, and how they learn best. There is a clear expectation and encouragement for the improvement of every pupil based on prior attainment. This contributes strongly to the very good achievement throughout the school.
47. Assessment in the core subjects of English, mathematics and science and in ICT is excellent. Results of annual formal assessments, using nationally recognised tests for English and mathematics in Years 1 and 2, are thoroughly analysed to gain an accurate picture of the attainment of all pupils. Targets are set for children and pupils and shared with pupils and their parents, along with guidance as to how to help at home. Parents welcome the regular feedback and the expectation that they will encourage their children with homework. More formal feedback is regular through the year and reports give parents very good information on their child's progress in each subject.
48. In all other subjects, pupils are assessed annually against National Curriculum levels and the units of work in the national guidance. Very clear Individual Education Plans (IEPs) are in place for children and pupils with special educational needs. They have precise targets and are used very well to monitor progress and guide both the teaching and additional support. Children are carefully and sensitively assessed on entry to the Foundation Stage and their needs are clearly identified. Throughout their time in nursery and the reception year, children continue to be

carefully assessed in order to monitor their progress towards the early learning goals. This includes assessment of their attainment on entry and further assessment during their first six weeks in the reception year. Assessment is appropriately based on regular close observation and informs the next week's planning for groups and individual children as well as targeting support for children, particularly in literacy and mathematical development. All pupils leave the nursery with a record of achievement containing detailed reports.

49. The procedures for monitoring personal development are good, although generally informal with the two classes having reception, Year 1 and Year 2 pupils. Reports to parents, however, record pupils' attitudes and personal attributes. Teachers know their pupils exceedingly well and have built up trusting relationships. The Record of Achievement at the end of nursery gives an excellent basis for continuing the systematic noting of social development. The very good aspects of assessment could be enhanced by extending the Record of Achievement throughout the school and by refining the assessment of pupils' attainment in subjects other than English, mathematics, science and ICT.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school's partnership with parents is excellent; it is strength of the school and contributes to pupils' fulfilment of their potential. The school works very hard and successfully to ensure that parents feel welcome in school and they are very appreciative of this. They are actively involved in their children's learning and this has a significant effect on the very high standards that they achieve. The school has improved the positive links with parents reported at the time of the previous inspection.
51. Many parents work in school on a regular basis; they are a valuable asset to both teachers and pupils in lessons by providing very good help where needed. Almost all parents support the very successful parents' association (SWOT). The group raises substantial funds which make a valuable contribution to children's learning. They have paid for first aid and food hygiene courses, parties for the children and a computer for the nursery and have contributed to the purchase of an interactive whiteboard. They also hold a fun day and other social events for the school.
52. Annual reports on pupils' progress at the end of the year are detailed and of very high quality. They show clearly how even the best pupils can improve and parents are appreciative of the helpful comments on their child's development. They provide an opportunity for parents to respond. There is helpful information in the school's prospectus and the governors' annual report to parents. The latter meets statutory requirements. A home-school agreement has been established. Parents who are governors are well informed and have a good understanding of their role; they support the work of the school very well.
53. Parents benefit from very good levels of information about their child's learning and see teachers formally at a parents' meeting each year. There are also 'open days' and parents can come into school at any time, confident that they will always be welcome. Targets are set each term and helpful feedback is given to parents. New parents can stay with their child to ensure a smooth entry into the nursery. Regular newsletters are very interesting and informative. Nearly all parents agree that teachers set appropriate levels of homework and parents support their children very well at home to ensure that these tasks are completed on time. They think that the homework diaries are used well to keep them up to date.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school's very clear aims, together with its mission statement, reflect a strong commitment to the personal development and high standards of achievement of children in the Foundation Stage and pupils in Years 1-2. The ethos of the school is one in which a first-rate climate for learning enables children and pupils to thrive and learn. This is a very effective school for children to begin growing up – a view fully shared by those parents who attended the meeting with inspectors and who responded to the questionnaire. The children and pupils receive very

good all-round education and achieve as well as they can in the core subjects of English, mathematics and science in particular, and in most other subjects, especially ICT and religious education.

55. The leadership and management of the headteacher and other key staff are very good. The recently appointed headteacher, with experience of headship, provides enthusiastic leadership and has gained the confidence of parents. She is embracing the specific management needs of a small school. Governors, all staff, pupils and parents share a strong belief in the school and pride in its improvements. Pupils feel very secure and very happy to be there.
56. The governing body meets regularly and, together with its committees, serves the school exceptionally well in both its strategic management and day-to-day activities. Governors are understandably proud of steering the school out of special measures, with the help of the LEA, during the last few years and take a close interest in the progress and development of pupils. For example, several aspects of the school's work are linked to an interested governor, such as literacy, numeracy and special educational needs. The vicar of the Church to which the school is affiliated is vice-chair and regularly leads an assembly; this makes a significant impact on pupils' personal development. A parent governor works in the school as a teaching assistant and another has a keen interest in the development of ICT. Such links assist governors to understand and improve their monitoring responsibilities. They work hard along with the staff to ensure that parents and carers retain positive and fruitful links with the school. Governors share a clear understanding of the school's strengths and areas for improvement.
57. The management of the provision and support for pupils with special educational needs is very good. The headteacher is the co-ordinator and works closely with the staff and parents. Individual education plans are of good quality. The school uses specific funds to provide extra support for teaching assistants, training and such things as books, tapes and computer programs for these pupils. There is a very clear policy, set firmly within the school aims and Mission Statement that meets the requirements of the Code of Practice. The different roles of the governing body, teachers, teaching assistants, parents and outside agencies are clearly defined in the policy. The intentions of the policy are very clearly seen in all the actions taken by the school, for instance, in the detail of the teachers' planning and assessments and that special educational needs is on the weekly agenda for staff meetings. As a result, children and pupils with special educational needs are very effectively included in the life of the school.
58. Together with the headteacher, the governors provide a firm steer to maintaining and raising standards by monitoring the school's performance in the National Curriculum tests and seeking to identify underlying trends or possible ways of improving standards yet further. The monitoring and evaluation of the quality of teaching are being tackled by the new headteacher on a regular cycle. Clear criteria are used to measure teachers' performance and the ensuing discussions of the organisation and methods of teaching are effective in honing their skills and in setting appropriate targets. Governors are beginning to engage in the process of managing the performance of the new headteacher. Governors' confidence in the leadership and management of the school and the high quality of its teaching are encouraging them to actively consider taking part in a government initiative for the training of new teachers in the next school year.
59. Teachers assess pupils' progress regularly in the core subjects of English, mathematics and science. Together with the national tests at the end of Year 2, pupils' progress is tracked very carefully. Analysis of pupils' answers in such assessments has revealed, for example, the need to teach pupils how to use and apply their mathematics more thoroughly, and to give more prominence to scientific enquiry, in order that pupils may tackle successfully the increased emphasis being placed on these features in National Curriculum assessments at the end of Year 2. These assessments also resulted in the setting of targets in writing for each pupil.
60. Planning for school improvement is very good. It reflects an excellent shared commitment to improvement and a determination to succeed. Priorities are clear, largely arising from a recent monitoring visit by a small team of LEA inspectors. Each objective is costed and action and responsibilities are identified clearly. They generally have sufficient specification to make the

intended outcomes clear except that a few objectives lack sufficient specification to indicate how success will be measured and evaluated.

61. The number, experience and qualification of teachers are exceptionally well matched to the needs of children in the Foundation Stage and of pupils in Years 1-2. Despite the small number of teachers, one of whom is temporary and part-time, they provide a rich and broad curriculum. The teacher assistants are well qualified, experienced and highly committed to work closely with teachers in helping pupils to learn, especially those with special educational needs. Teachers and teacher assistants attend appropriate courses of training to help them improve pupils' learning. For example, training in literacy, numeracy and ICT during the last two years has contributed effectively to the spectacular improvements in those subjects. The part-time school secretary is efficient in assisting the headteacher in the daily management of the school and provides a very friendly welcome to pupils, parents and visitors. A parent gives generous support to such duties in the afternoon. The school is kept clean and tidy by a dedicated cleaner.
62. The buildings offer adequate provision for the teaching of the curriculum. The three classrooms, however, are not appropriate to allow the school to organise its learning into a Foundation Stage (for nursery and reception children) and two classrooms for pupils in Years 1 and 2. Firm, approved plans to extend the present nursery to accommodate the Foundation Stage are in place for September this year. Children needing a wheel chair can easily access the nursery. There is an access plan for the main building, which has difficulties because of the age and design. The hall is used well for assemblies, physical education and dining. The grounds offer a satisfactory play area with several number games painted on it that enhance pupils' mathematical development. Every corner of the main building is ingeniously utilised to provide the best possible accommodation for a suite of six computers and a library area. Classrooms and corridors provide displays that are rich in learning opportunities and celebrate pupils' achievements. Learning resources are satisfactory overall and are considerably enhanced by the contributions from teachers, teaching assistants and parents.
63. Governors and the headteacher effectively and efficiently manage and monitor the school's finances. They are well informed on matters of income and expenditure. The school secretary efficiently tracks day-to-day expenditure and provides governors with up-to-date information aligned to the school's priorities for improvement. Specific grants are used well for their intended purposes. For instance, the 'small schools grant' was used to promote creative activities in art and dance, made more effective by joining other small schools to pay for artists and dancers to work with pupils. The governors' policy for Best Value includes only the element of competition and does not consider comparison, challenge or consultation. This policy provides clear guidance on obtaining value for money in the purchase of resources and labour. The policy does not do the governors justice in that the school compares its achievements with similar schools, both locally and nationally, but lacks evaluation of this against unit costs. It challenges its practices of, for example, supporting pupils with special educational needs, resulting in better-trained teacher assistants that ensured more effective spending. It consults parents only informally on major spending, such as, the building extension to accommodate the Foundation Stage, where the LEA was thoroughly consulted and involved. Overall, taking account of pupils' achievements and the high quality of provision, against a high cost per pupil (not unusual for a small school), the school serves its community very effectively and provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. The school has no significant weaknesses. A few less important areas for improvement should be considered for inclusion in the school's future plans for action. These are indicated in paragraphs 49, 60, 62, 63 and in subject sections.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 22 |
| Number of discussions with staff, governors, other adults and pupils | 12 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 10 | 11 | 1 | 0 | 0 | 0 | 0 |
| Percentage | 45 | 52 | 5 | 0 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 20 | 46 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 9 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 0 |
| Number of pupils on the school's special educational needs register | 1 | 7 |

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

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 1 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 4.3 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.2 |

| | |
|---|----|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 33 |
| Number of pupils per FTE adult | 10 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 1.6 |
| Number of teachers appointed to the school during the last two years | 1.6 |

| | |
|--|-----|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.6 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 86 |
| Number of questionnaires returned | 40 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 68 | 30 | 3 | 0 | 0 |
| My child is making good progress in school. | 68 | 33 | 0 | 0 | 0 |
| Behaviour in the school is good. | 63 | 38 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 58 | 25 | 0 | 0 | 3 |
| The teaching is good. | 78 | 20 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 50 | 48 | 3 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 70 | 28 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 70 | 30 | 0 | 0 | 0 |
| The school works closely with parents. | 50 | 43 | 3 | 0 | 5 |
| The school is well led and managed. | 73 | 28 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 58 | 40 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 20 | 45 | 13 | 0 | 10 |

Other issues raised by parents

The questions referring to homework and to activities outside lessons understandably raised uncertainties for several parents, particularly if their child attends the nursery. For this reason, the corresponding entries in the table do not add up to 100 per cent.

Four parents provided additional comments. All were positive and constructive. One suggestion, that more time be given to creative activities, recognised, however, the restrictions of the space available.

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

65. The overall provision for children in the Foundation Stage (for children aged three to five years old) is very good. This shows improvement from the last report when a good view of the curriculum for this stage was noted. The school has continued to use the national Foundation Stage guidance. The mixed reception and Year 1 class has appropriate practices and routines matched to the nature and needs of the children and their curriculum. There are firm, approved and funded plans that will improve the access to a full outdoor curriculum, allow reception-age children to be taught separately from Year 1 pupils and provide additional resources. Children enter the Foundation Stage in the nursery at three years of age and continue into the reception class when they begin the term of their fifth birthday. In this small school, there are 40 part-time places in the nursery class and currently 12 reception-age children in a class with younger Year 1 pupils. Parents appreciate how well children settle into school and progress through these early years.
66. When they start in the nursery, children's attainment is broadly average. Children's abilities and needs are thoroughly assessed on entry to the nursery by staff, working with parents and carers. Assessment of children's progress across all the six areas of learning is very good and this results in very effective teaching of children according to their specific needs, whether settling in or developing their language and mathematical skills. This assessment continues through regular well-focused observations. Simple individual targets, such as recognising letters and numbers, are shared with parents. As a result, children make very good progress during their time in nursery and reception; almost all will attain the early learning goals in all six areas of learning and many will exceed these expectations. Their best achievements are in personal, social and emotional development, mathematical development and in communication, language and literacy. In these areas of learning, most children are already attaining or exceeding the standards by the end of the reception year. In creative and physical development, and in their knowledge and understanding of the world, children achieve very well and almost all are likely to attain the early learning goals.
67. A significant strength of this stage of learning in the school is the excellent teamwork of the staff. Resources in each of the six areas of learning are only adequate but are very well used to enable children to learn early skills and to gain confidence through practising them. Whilst eagerly awaiting the new facilities, the very good teaching ensures that children of different ages and abilities have equal access to the curriculum and so an equal chance of making progress.

Personal, social and emotional development

68. The personal, social and emotional development of the children is very good. They learn how to form good relationships, to share and use equipment carefully, to play alongside one another and respect differences. All children are on course to achieve expected levels by the end of the reception year and many are likely to exceed them. This is because the learning environment has a proper emphasis on, and gives all children the best opportunities for, development across all the areas of learning. Children develop very positive attitudes to school, to learning, to each other and towards themselves and their differences. They understand what is right and wrong in a variety of situations. For example, they take turns in small-group activities and learn to share - however hard that might be at times. They learn to become independent and develop confidence. For instance, they choose activities, dress and undress for outdoor play and physical development and work in unfamiliar rooms in the main school for ICT, music, dance and celebration assemblies.

69. Children learn to discuss feelings such as happy, sad, angry and successful with adults. Children often take the initiative in choosing activities, offering ideas and starting conversations. They persist in seeing activities through to their, or their teacher's, satisfaction, whether using dough to roll out 'sausages' which they count and take away or constructing with small bricks to the desired structure. As one child said, 'It took me ages, but it's good!' Equally, they persist with puzzles or when attempting writing. Stories and interesting displays captivate the children and they show wonder as, for example, they see the changes in the ingredients when making Gingerbread men.
70. Teaching in this area of learning is very good. The teaching team share very good relationships and so give an excellent model. Children are welcomed warmly by name at the start of sessions. High expectations of behaviour are clearly explained. As a result, children are happy, confident and secure, and enjoy coming to school. They understand the routines and are eager to learn.

Communication, language and literacy

71. Children of each age make very good progress in this area of learning and almost all those of reception age have already reached the early learning goals and are working within Level 1 of the National Curriculum in reading, writing, speaking and listening. They are becoming very good communicators. They love stories and listen attentively, become very involved in the plot, and make very good attempts to retell them, showing much understanding of the sequence of events, the characters and the structure of a story. They express themselves confidently and clearly and gain a good vocabulary. Children use language thoughtfully. They answer and ask relevant questions and are very eager to enter into conversation about themselves and their work and play. For example, in the baker's shop they use the 'telephone' to take orders and say what is on offer and how much it is.
72. Children of nursery and reception age have a very large repertoire of songs, rhymes and particularly enjoy action songs and rhymes. Nursery children enjoy sharing books with adults and with one another. In a whole-group session they quickly shared the telling of the Gingerbread man, responding at the appropriate places with, 'Run, run as fast as you can...' and use different voices such as 'quiet' and 'cheeky'. They equally quickly say what the next character will be, 'It's a horse - I can see his nostrils'. They handle books carefully and correctly and show interest in retelling the stories. They understand that words convey meaning. Most can identify some letter sounds and the initial sounds of words. About one third have begun to recognise a few familiar words. In reception, almost all children confidently recognise the letters of the alphabet, words in their current book and know how to use pictures for clues. Some higher-attaining children know that the author is the person who writes the book. Children are encouraged to improve their reading by taking books home to share with their parents.
73. Nursery children enjoy 'writing'. They make marks with paint, pencil and crayon and tell you what they have written. Many can make good attempts to write their first name. In the reception classes, all copy accurately below adults' writing, while a few write some simple words and sentences independently. Letter formation shows very good control.
74. Teaching is very good. Relevant elements of the literacy framework are used very effectively. Very skilful teaching helps children to achieve high-quality skills in language. Teachers, assistants and parent-helpers talk constantly with the children. This develops their powers of self-expression through very good questioning and the introduction of new words. Resources are used well to capture the children's interest, for instance, using role-play in the context of Grandmother's cottage in reception and small-world play in the nursery.

Mathematical development

75. During their time in nursery and reception, children are given many opportunities to become confident and competent in their mathematical learning, including the use of appropriate computer programs. Children of each age make very good progress in this area of learning and

almost all those of reception age have already reached the early learning goals and are working within Level 1 of the National Curriculum. Their understanding is very well developed because it is taught through stories, songs, games and imaginative play and so children enjoy using and exploring numbers, patterns and shape. They use the baker's shop to count out buns to sell using real money and they make price tags.

76. Direct teaching includes focused activities of counting, sorting, matching, finding patterns, working with numbers, shapes and a variety of measures. As a result, children learn the key skills and begin to use them confidently. For example, in nursery, older children can count to, and back from, 10 confidently. They accurately recognise numbers and can write numbers to six. Using a number rhyme – 'Six fat sausages in a frying pan', all children understood 'less than', 'how many are left' and 'take one away'. Higher attainers work with 10 sausages and with support, soon become confident in taking away two at a time as they say, 'One goes 'BANG!' and another goes 'POP!' In reception, children confidently count to 10 and beyond and can accurately order numbers to 10. Many children add and take away and write their calculations clearly, for example, $5+6=11$. Higher attainers use a hundred square to add in fives to a 100 and list pairs of numbers with a total of 10. Across both classes, in practical work and discussion they use and practise the correct vocabulary to accurately describe heavy, light, tall and short, below and above. Children show an interest in shape and space; for instance, by selecting blocks with a variety of shapes, they use them imaginatively to build taller or longer buildings and to enclose space.
77. Teaching is very good, providing rich opportunities and very good understanding of this area of learning. There is a good balance of direct teaching and of allowing children to explore and develop their mathematical understanding through structured role play and construction activities. Sand and water are used well to develop their understanding of capacity.

Knowledge and understanding of the world

78. Children make very good progress in their knowledge and understanding of the world through many well-planned activities, which are usually linked to a topic or theme. Almost all are in line to achieve the levels expected in this area of learning by the end of reception. Many of the younger, three-year-old children are already well along the path of the 'Stepping Stones' to these goals. This provides a good foundation on which to build the later subjects of science, design and technology, information and communication technology, geography and history.
79. For example, in making gingerbread men, they talk about the changes in mixture as they add ingredients – 'it's all melting together' – and they make a good guess what will happen when the dough goes into the oven. 'It'll be hot and it'll turn hard and not floppy and wobbly', said a child. Children in reception develop fine control skills well when cutting, sticking or using construction apparatus to make recognisable models. They use their imagination to build, for instance, Grandmother's cottage and draw routes through the forest to get there.
80. They gain a good sense of past and present by discussing toys from the past and now and when finding out what it was like on washday without electric washing machines. Nursery and reception children confidently use computers to assist them in other areas of their learning, for instance, they used the mouse to direct the cursor, to click and drag selected parts to make a picture. Older children are adept in using a programmable toy to get Red Riding Hood to the cottage, and can write their instructions to get there and back using 'F', 'R' and 'L' for forward, right and left and saying how many moves to move along the grid. All children use tape recorders confidently to listen to stories. All children gain an awareness of the cultures and beliefs of others, as was evident in the nursery when celebrating the Chinese New Year. They sampled food, made and decorated presents and understood the significance of the colours red and gold.
81. Teaching is very good. Children are provided with a wide range of materials and experiences and encouraged to talk about, paint, write and draw what they see. Themes extended across

other areas of learning help them to understand and link their learning, so that it is meaningful for them.

Physical development

82. At each age, children are already reaching or exceeding expected levels and are in line to easily attain the early learning goals for this area. They benefit from the opportunity to use the secure outdoor play area with a safety surface. The area is well resourced, with a good range of outdoor play equipment, such as sit and ride, pull and push wheeled vehicles. This equipment effectively assists in the development of co-ordination, control and balance. Nursery children control these toys very well as they negotiate the outside track, showing awareness of space, other children and obstacles. As they follow the circuit set out on different levels, they travel through, under and over equipment climbing and balancing very confidently on their own, but with support on inclined planks. They jump and land safely. Reception children develop physical skills successfully during lessons in the hall. They move with confidence and safety, as they experiment with different ways of moving, and demonstrate increasing control as they jump, hop, skip and run at varying speeds, stop and hold a balanced position.
83. Children develop very good control of tools whilst cutting, folding, sticking, painting and writing and show a high level of skill dealing with the variety of clothes fastenings. They make good use of these skills to make cards and puppets which also helps improve their literacy skills, When measuring out the ingredients for baking, for instance, they manipulate spoons very well to add flour to the mixture.
84. Teaching is very good and is excellent in dance. Children achieve very well in this area of learning. Lessons are well planned to promote new skills and children work hard, enjoying the praise and encouragement they receive.

Creative development

85. Progress in this area of learning is very good and all children are well on target to exceed the expected levels by the end of the reception year. Within a rich environment, children have very good opportunities to develop creatively and expressively through music, art, imaginative play and dance. They have a very good range of activities allowing them to respond using all their senses. For example, when baking, one child felt the texture of the brown sugar and said that it felt like sand at the beach. Children with special educational needs are well supported and resources from other cultures, for example, Chinese, motivate different ideas and responses from all children.
86. They develop skills, knowledge and understanding by exploring colour using paint, a range of mark makers and materials such as dough, fabrics, coloured water and computer programs. In doing this, they handle tools such as paintbrushes with increasing control. They make imaginative collages using a variety of natural materials, textures and shapes, and make large and small models in three dimensions, including mobiles. Children develop their imagination well by using a very good variety of both role- and small-world play. In music, the youngest children make sounds and repeat rhythms by tapping and shaking percussion instruments properly, changing from fast to slow, loud to soft, for example, in accompanying 'Shake my sillies out and wiggle my waggles away' and in number songs. Older children in reception keep a steady beat and play together well. Across nursery and reception, children know a very good range of action songs from memory and enthusiastically and accurately match actions and body movements to the music and words.
87. The youngest nursery children learn to understand that their bodies change with exercise as they warm up and cool down before and after a dance session. They move imaginatively and rhythmically, and make co-ordinated swaying movements using ribbons at different heights and speeds to match the music, telling of fireworks chasing away the dragon in the Chinese story of the Dragon Dance. Later they show great control as they build a dragon with more and more children, using fabric and their body movements to weave in and out of the other children. Here,

excellent, talented teaching resulted in very young children attaining very high-quality movement, far exceeding expectations for their age. Overall, teaching is very good. The whole team understands this area of learning and provides a very good range of opportunities for children to choose and work independently, as well as direct teaching of skills.

ENGLISH

88. Overall, the quality of provision for English is excellent. By the age of seven, standards in English are very high in reading, writing and in speaking and listening. Pupils are very effective communicators. They speak and write with increasing accuracy and relevance. This is because of the very high level of consistency in the quality of planning and teaching in both classes that are always designed to motivate and sustain pupils' interest. Teachers have very high expectations of what pupils can do and they respond by having very high expectations of themselves. All pupils, including those with special educational needs, achieve very well and boys do as well as girls. High-attaining pupils have work that excites, interests and challenges them and, as a result, they attain standards far beyond those which can be expected of seven-years-olds.
89. Throughout the school, pupils' speaking and listening skills are very high. They become active listeners. Pupils listen very closely and with sustained interest to all staff and other pupils in, for example, assemblies, whole-class and small-group sessions. In particular, the use of 'talking partners' in the Year 1 and 2 class in the teaching and learning of every subject means that all pupils know and understand the idea of a conversation, how to share ideas rapidly and concisely and feed them back to the whole class. This ability to listen both attentively and actively enhances their learning because they are always clear about the tasks set and What the teacher Is Looking For (WILF). It also contributes to the excellent standards of behaviour. Pupils express their ideas confidently and have an excellent command of spoken English. They show great maturity when they speak very clearly and fluently in front of a large group in assemblies and the whole class. The excellent standards in speaking and listening are not only found in English, but also enhance standards in other subjects. For instance, in history, pupils in Year 1 tell what they know clearly when learning about homes long ago and making comparisons with their lives. 'My Mum just puts the washing in the washer drier and then she puts tablets in, then it's plugged in and washed and dried at once', said one pupil after watching in amazement how washing clothes used to be done.
90. Pupils have a very good grasp of both general and technical vocabulary that helps their achievement. For instance, Year 2 pupils in religious education understand words such as 'Shabbat', and 'Messiah' and know their meaning and significance. In literacy, they recall the word 'lush' from reading 'The Three Billy Goats Gruff' and use it appropriately to describe 'green, juicy, thick, sweet grass' in their writing about the characters and where they live in 'James and the Giant Peach'.
91. In achieving the very high standards in reading, a variety of reading schemes is used to make sure pupils' abilities, tastes and growing confidence are met. They practise their reading regularly by reading with teachers, support staff and voluntary helpers. Books are taken home regularly to read with parents, brothers and sisters. Guided group reading, along with shared texts during the literacy hour, give pupils very well planned daily opportunities to increase their confidence. In addition, pupils have extra time in both Years 1 and 2 for further guided reading and for spelling linked to phonic awareness.
92. Pupils show a deep appreciation and care for books. They have very clear ideas on what they like to read and why. They explain very well their preferences between the stories, saying whether they are interesting, funny and have good illustrations. In Year 2, pupils said "reading helps you learn new words so you can read lots of books... you need it to read your shopping lists... what's on the board so you know what to do and learn...it's interesting and fun". One pupil said "I don't like reading – I love it!" Even the very few who struggle to become fluent, have confidence and a love of books. They persevere and attack new words using a good range

of skills, such as thinking about the context, using phonics and taking clues from illustrations. All pupils talk confidently about the plot and make plausible predictions about what might happen at the end of a story.

93. Pupils enjoy a very good range of books and find stories, poetry and non-fiction equally interesting. In Year 2 they know and understand the difference between fiction and non-fiction. They describe in correct detail the features of non-fiction books, such as glossaries and indexes, and importantly that these books give information. They make very good use of dictionaries, indexes, content pages and glossaries and can use each of these appropriately. This enables them to readily find information from reference books in other subjects.
94. The school has a relatively small stock of fiction and non-fiction books but space is at a premium in this small school. The books are, however, relevant to the teaching and learning, well maintained, very well organised and so used to the best effect. Great efforts have been made to provide a very small, attractive library area in the entrance, with an interesting display on 'The Creation'. This includes a range of relevant published books and child-made books showing that pupils can retell stories. It also gives them and others the opportunity to read their own writing. The Year 2 class book used their growing ICT skills very well to word process, illustrate and 'publish' the story very effectively. Younger children and pupils in the mixed class of reception and Year 1 also made books to add to the display. The system to identify how to find information is understood by most pupils in Year 2. Literacy hour 'Big Books', both fiction and non-fiction, are used exceptionally well and the texts often provide a very good links to other subjects. For example, 'Red Riding Hood' has led to work in role-play, art and design, and design and technology. Libraries in classrooms, including very good access to ICT resources, supplement the small school library very well, giving pupils very good opportunities to practise and improve their reading of both fiction and non-fiction texts.
95. Standards in writing are also very high. Writing is enthusiastically embraced and valued by teachers and pupils. Very good and often excellent teaching has enabled pupils to achieve well-presented, fluent writing across a comprehensive range of styles and to become independent and confident writers. Pupils are continually given 'scaffolding' to allow them to understand how writers write. They learn to become authors and see the purpose for writing in many different forms. Pupils competently and consistently use capital letters, full stops, commas, speech and exclamation marks accurately and understand how stories are structured. As a result, their stories flow, are often exciting and they develop their ideas imaginatively. Pupils' attempts at poetry are of high quality; they understand rhyme and use alliteration very well. In class work, pupils spell common words well and can quickly self-correct when prompted. They have the confidence and phonetic understanding to make very good attempts at less common words. These are accepted and very sensitively remodelled by teachers and assistants. Throughout the school, handwriting is very well presented and letters well formed. Most pupils in Year 2 already write using a clear, fluent cursive script and many have developed their own style.
96. Pupils in Year 1 understand clearly what 'the tiger' tells them they are to learn and do. Very good teaching kept pupils interested and they showed a very good grasp of sentence structure and the sequence of events through the characters of the story of 'Red Riding Hood'. Year 2 pupils eagerly anticipate continuing learning about how authors build characters and are not disappointed when their teacher uses drama to start the lesson. For example, she dressed as a police constable in need of help from the class to build a profile that would help catch the characters. In this lesson, pupils showed a very mature understanding of traditional texts and that they were reading 'James and the Giant Peach' as such a text because, as one pupil said, 'Aunt Sponge and Aunt Spiker are just like the characters of the ugly sisters when we read Cinderella'. At the end of the lesson pupils understood the five things that authors use to tell us about characters - appearance, dialogue, action, relationships and personality. They were confident enough to give words to change the characters' horrible appearance and personalities to make them 'spectacular'. The response from pupils flowed immediately ... 'She's got pearly white teeth and brown velvet hair... red, ruby lips ... sapphire blue dreamy eyes... thoughtful'. Pupils with special educational needs, because of very good support in whole-class and group activities, were amongst those confidently offering their ideas, such as 'kind and loveable'.

97. The high standards attained by the pupils are the result of very good and often excellent teaching. Teachers have consistently high expectations of what pupils can do. Their excellent planning makes learning purposeful and clear to pupils. It gives pupils work that is progressively more demanding whilst considering carefully the range of age and ability in the two mixed-age classes. Very good, often excellent, questioning checks learning and prompts the very best response from pupils of all abilities. The excellent teaching of the older pupils is enthusiastic, exciting and inspiring. The teachers' grasp of the subject matter is extensive and is communicated to the pupils at a very brisk pace. The end of literacy lessons always has a very clear recap of what was to be learned and checks what the pupils have learned. Homework is well used to extend and practise reading and spelling skills. Home-school diaries provide a very good link with parents and most use them well to communicate with the school and share their children's learning. They appreciate the guidance as to how to support and encourage their child, for example, in reading. Because teachers know their pupils very well, and relationships and management of behaviour are excellent, their very high expectations are fully repaid. Pupils work hard, very productively, take pride in their achievements and are growing in a love of language.
98. Assessment of pupils' progress in literacy is excellent. Regular assessments of reading and writing indicate clearly what pupils can do well and where they need to improve. As a result, books are well matched to pupils' stage of development and ensure sufficient demands are made of pupils of all abilities in their writing. This is further reinforced by regular reviews of the reading and writing targets in the front of pupils' books.
99. Subject co-ordination is excellent, showing a deep understanding, knowledge and love of the subject and a commitment to improve on the already high standards (for example, in writing). Performance in tests and tasks is carefully analysed and used to inform plans for improvement. The co-ordinator, with the headteacher, effectively monitors lessons, teaching plans and pupils' work.

MATHEMATICS

100. Overall, the quality of provision for mathematics is very good. As a result of very effective and high-quality teaching, pupils make very good progress throughout Years 1 and 2 so that, by Year 2, all pupils achieve the standard expected of seven-year-olds and a large proportion of them achieve well above it. Samples of pupils' work and lessons observed indicate that pupils have a thorough understanding of numbers to 100 and many confidently handle numbers well above that range. For example, during a lesson with the current pupils in Year 2, high attainers quickly found three ways of doubling 350. Equally, earlier work indicates that these pupils have a secure understanding of place value. They wrote 'seven hundred and four' correctly as 704, for instance, and did not make the common error of writing it as 7004. Pupils in Year 2 have a quick recall of basic number facts and have effective strategies for mentally calculating, for example, $23 + 35$ and $79 - 17$. They know the range of vocabulary that describes calculations, such as take away, subtract, difference between, sum of and total. Consequently, they solve accurately two-stage problems in everyday contexts using money and measures. Pupils devise effective strategies for solving mathematical puzzles, such as 'how many different ways can you make 50p?' Although they find several ways, they are not yet at the stage of listing systematically all the possibilities.
101. Pupils represent neatly, on simple graphs, data they have collected and recorded in tally charts or with counters. Such work is done in the context of other subjects, such as science or geography. They have an impressive knowledge of common shapes in two and three dimensions, and use correct terminology, such as vertex, vertices, edge, face and curved edge correctly. They illustrated their knowledge of properties of such shapes during a lesson in which the teacher gradually revealed parts of shapes from behind a screen. On seeing one right-angled corner of a shape, they readily identified that it could be a square, rectangle or right-angled triangle, giving reasons based on the properties of these shapes. Conversely, they

correctly identify shapes from descriptions of basic properties. For example, my shape has eight edges, five faces and five vertices. Such levels of detailed knowledge are rare among this age group.

102. By working through carefully structured practical activities and frequent, very well-paced discussion, pupils in Year 1 very effectively build on what they learned during their reception year. Systematic and thorough teaching enables pupils to acquire a firm understanding of counting and ordering appropriate ranges of numbers. Many become confident about numbers to 100. In both Years 1 and 2, confidence is boosted by short, sharp daily sessions of mental work, during which they learn or consolidate basic knowledge to the expected level. During one such session, at the start of a numeracy lesson for pupils in the class of reception children and Year 1 pupils, the whole class in unison quickly performed several counting activities that consolidated learning for Year 1 pupils and extended it for reception-age children. They counted forwards and back to and from 30, for instance. They used the 100-square to count in tens from a given starting point. They demonstrated a confident knowledge of even and odd numbers.
103. The skilful management and organisation of learning in the two mixed-age classes helps to accelerate the progress of the younger pupils. For example, during the same lesson, pupils worked individually or in groups. Higher attainers completed the blank sections of the 100-square, with a few numbers entered, while younger children or low attainers worked on a similar activity using 0-10 number strips having some blank squares in them. Other members of the class worked at levels between these extremes. Some of these groups contained both reception and Year 1 pupils. At each of these levels of working, pupils explained well their reasons for entering correct numbers in blank squares. For example, "because 26 is 10 more than 16" or "because 7 comes before 8". Equally in another lesson for this mixed-age class, pupils in Year 1 and children of reception age displayed a very secure knowledge of the names of common shapes and provided accurate descriptions of them using words such as vertices and edges.
104. Pupils enjoy numeracy lessons and are keen and eager to learn. Their very positive attitudes, ever-ready co-operation and thirst for knowledge ensure they make an excellent response to the teaching they receive. They take pride in their written work and eagerly answer questions and offer explanations in oral work. Behaviour is excellent and pupils' relationships between themselves and with their teacher are equally excellent.
105. Overall, teaching is very good and much is excellent, particularly with the older pupils. Teachers have the highest expectations of pupils' learning. Their detailed planning meets the different needs of pupils at all levels. They have a very secure knowledge of the subject content and methods of teaching within the National Numeracy Strategy. These factors combine to ensure that pupils make very good progress and achieve standards well above those expected of six- and seven-year-olds. Embedded firmly into the teaching are enthusiasm and challenging questioning. The difference between the excellent and the very good teaching is mainly the quality of the questioning. In the excellent teaching, pupils' thinking is challenged and they are helped to reach conclusions for themselves. In the very good teaching, the teacher occasionally gives the answer within the question. For example, questions such as, "Could it be anything else?" or "What could we do?" make pupils think hard compared with "Could it also be a rectangle?" or "If I do this..... what will happen?" where the questions point to the answers. Teacher assistants are involved in the planning and organisation of lessons. They provide very good support to pupils. In a lesson for the reception and younger pupils in Year 1, for instance, a group of children were successfully helped to understand the order of numbers by pegging number cards on a washing line and by completing a rich variety of number strips under the skilful guidance of a teacher assistant.
106. Co-ordination of the subject is very good. Pupils' achievements are thoroughly assessed and their progress is carefully monitored and evaluated. Teaching is monitored and effective methods are helpfully shared.

SCIENCE

107. Overall, the quality of provision for science is very good. As a result of excellent teaching, the current work of pupils in Year 2 is well above the standard expected of seven-year-olds. Pupils make very good progress throughout Years 1 and 2, including those with special educational needs. This is because the learning needs of all pupils are clearly identified, they are well supported by a teacher assistant and work is suitably challenging.
108. Pupils in Year 2 gain a thorough understanding of appropriate aspects of the main areas of science: life and living processes, materials and their properties and physical processes. In doing so, through suitable practical enquiry, they learn to make predictions and to devise a fair test. In short, they learn to think scientifically. For example, in the one lesson observed, skilful teaching enabled pupils to explore necessary and sufficient conditions under which simple electrical circuits will work properly. They built up their use of scientific language very systematically and learned to describe parts of circuits using terms, such as positive or negative terminal, crocodile clip, bulb holder and circuit. They correctly identified symbols on the battery that indicate the terminals and knew that current flows from the positive terminal to the negative one. They became electricians as they worked successfully, in pairs, to identify faults in a number of diagrams of circuits. They went on to predict how to correct the circuit and to use appropriate resources to test their predictions. A buzz of excitement prevailed throughout the lesson. A thorough review at the end prompted one pupil to ask if all metals conducted electricity. They began to test this hypothesis by including £1, 50p and 2p coins in turn, into a circuit.
109. Samples of pupils' work indicate, for example, a secure knowledge of food groups and their necessity for a healthy and balanced diet, the effect of exercise on the human body, and a growing understanding of materials and their properties such as harmful and safe liquids and solids. In a study of sounds and how they are generated, pupils devised a well-thought-out test to establish whether sounds get fainter as we move away from the sources. Pupils with special educational needs, and younger Year 1 pupils, tackled similar work but appropriately adjusted to their needs. For example, they investigated the properties of sound by answering questions, such as, 'where were you when the sound was quietest?'
110. Pupils enjoy science lessons. Their attitudes and behaviour are excellent. They tackle practical work with enthusiasm and an eagerness to learn. They are keen to offer ideas and to respond to the challenging questions put to them. They concentrate and co-operate sensibly in carrying out practical investigations. These attitudes have a very positive impact on the quality of their learning.
111. Teachers' planning and the teaching observed indicate at least a very good knowledge of science and its methods of teaching. The excellent lesson observed had all the ingredients of a well-motivated and enthusiastic approach to learning science by being scientists. The teacher ensured that learning was thorough and exciting. The subject is well led and managed. Standards are monitored and evaluated and much attention is given to sharing methods of teaching the subject.

ART AND DESIGN

112. Only one lesson could be seen during the inspection. This, with teachers' planning, discussion with the co-ordinator and the quality of the considerable amount of work displayed in the school and work in folders indicate that the overall provision for art and design is good. Pupils' attainment is above what is expected nationally of seven-year-olds. They make good progress in art and design as they move through the school.
113. Pupils' work shows a growing understanding of colour, line, tone, shape, pattern, texture, form and space. Work in three dimensions by pupils in Year 1, for example, in clay work and in the design of mobiles and collages, using natural materials, is well taught. Pupils speak clearly

about their ideas and work intelligently and creatively towards their intentions. They work skilfully when adding and weaving materials into their work, describing their qualities carefully. For instance, one pupil said, 'the feathers are soft and fluffy and smooth, not like the bark that's rough and hard - but a bit smooth on the other side'. Using an inspiring range of natural materials, they make simple and more sophisticated repeat patterns and know they could be used for wallpaper designs.

114. By the age of seven they know about the work of a range of artists from different times and cultures, such as Mondrian, Seurat and Van Gogh, and use this knowledge to improve their techniques in, for example, the use of oil, pastels and paint. They mix and match colours using paint to show reflections, light and shade. Their completed work often shows a very thoughtful, imaginative and personal response. This can be seen, for example, in the very high quality of the observational line drawings and final work in coloured pastels using Van Gogh's 'Sunflowers' as the inspiration.
115. Art contributes very well to pupils' learning in other subjects. For example, in history pupils produce good-quality observational drawings of past and present toys, and use clay to design and make candlesticks. Well-chosen computer programs enable pupils to increase their understanding of colour, shape and pattern. For example, Year 2 pupils create pictures to illustrate the class book of the 'Story of the Creation' and create firework patterns following work in history about Guy Fawkes. This work also gives effective links with literacy in combining the use of text and illustration for impact and interest.
116. The quality of teaching is good overall. Planning is clear and national guidance is used well. A strength of the teaching lies in teachers' subject knowledge, interest and enthusiasm leading to clear planning and high expectations of what pupils can do. This enables pupils to make good progress as they build on previous skills, knowledge and understanding and ensures that work is consistently demanding. A strength of the planning lies in the careful linking of work across subjects. Because of this, pupils find tasks meaningful and they work hard to complete them. Lessons are very well organised and planned, allowing pupils to learn to use a range of techniques accurately and carefully. Teachers and pupils work with a good range of high-quality media and materials; teachers bring materials in to add to the adequate school resources. As a result of the good planning, well-organised lessons, high-quality resources and teachers' high expectations, pupils enjoy their work in art. They concentrate, work hard and have equally high expectations of their own work.
117. Displays of pupils' work are consistently of a high quality and make a positive contribution to their expectations and developing understanding of design. Co-ordination of the subject is good. The use of national guidance to steer planning and regular assessment of pupils' work help to ensure that they achieve well. The further refinement of assessment procedures has been recognised as an area for development.

DESIGN AND TECHNOLOGY

118. No observations of lessons in design and technology could be made during the inspection. A review of pupils' work, teachers' planning for the subject and discussions with the co-ordinator and with pupils aged seven indicate that the overall provision is good. Pupils attain standards that are above what is expected of seven-year-olds.
119. Pupils' work in Years 1 and 2 shows they have a good knowledge and understanding of the required range of skills. For example, they know how to assemble and join different materials in a variety of ways. They can measure and cut with reasonable accuracy, and use glue and adhesive tape to make working models of, for instance, puppets, masks, vehicles and lighthouses. They achieve movement by, for instance, understanding axles and adding wheels. They use malleable materials, such as clay and dough, imaginatively and understand how to shape such material by squeezing, pulling, pressing and indenting. They make marks using different tools when, for instance, making candlesticks with clay in a history lesson.

120. In talking about what they know, understand and can do in the subject, pupils in Year 2 recall previous work readily. They are very articulate and show much enthusiasm for the subject. They explain carefully the need for making a model of a working lighthouse because the one on the Isle of Struay (being studied in geography) had broken and the islanders needed help with ideas, designs and working models. The completed models were of very high quality. Pupils spoke clearly about their designs, the sequence of the work and the materials used. They knew what they needed to make the light work using batteries, crocodile clips, bulbs and bulb holders. They explained how they had different jobs working in a team of four and how they added detail to the finished product to, in their words, 'make it realistic and put it in its setting on the rocks'. They described with equal enthusiasm the details of the wheeled vehicles they had designed and made. The most difficult parts were cutting out the windows and 'having to design it on paper and then afterwards say how we had made it and how it could be better'. They showed real pride in their achievements and a desire to learn more.
121. The evidence available suggests that the quality of teaching is good. All teachers use the limited time allocated to the subject to teach it well, through clear planning, efficient use of resources and systematic development of skills. Assessment is good enough to ensure pupils make good progress over the full range of activities, building on previous knowledge and skills. Very good links are made with other subjects such as art and design, science (properties of materials), mathematics (shapes and measures) and English (sequential 'to do' lists, or speaking articulately about their work and writing succinct evaluations).
122. The subject is well co-ordinated. The co-ordinator uses national guidance well and ensures that the teaching and learning is relevant and purposeful for pupils. Following further review, she will adapt the current planning to incorporate some of the previously successful school practice. Resources are adequate, well organised and well matched to the planned teaching and learning needs.

GEOGRAPHY

123. Only one lesson of geography was seen during the inspection and this, together with teachers' planning, samples and displays of pupils' work indicate that, overall, the provision for geography is good. By Year 2, pupils achieve above what is expected of them at this age. They have a good understanding of major continents and oceans and can mark them accurately on a world map. For example, in learning about Tocuaro in Mexico, they could anticipate and note their ideas about the differences in the life and environment of the people there. They make detailed comparisons of their locality with those on the fictitious Isle of Struay. Pupils described very well the different modes of transport and when they are appropriate. During the introduction to the lesson observed, skilful questioning by their teacher enabled pupils to recall impressive lists of physical and human features on Struay including, beach, river, bay, croft, lighthouse, jetty and farm, and they recalled that there were no buses on Struay and offered likely reasons for this situation. Pupils in Year 1 gain an early understanding of maps of the near locality on which they draw physical and human features such as trees and buildings. Good links with science are made as they note the different materials used in buildings. They also practise mapping skills, for example, in the drawing of routes to 'Grandmother's Cottage' and in the use of a programmable toy. They gain a wider awareness of other countries, people and places through the travels of the class dog 'Kipper'. Places visited, such as Barcelona, Venice and Skegness are written about and located on the map.
124. The teaching of pupils in Years 1 and 2 is excellent. It builds on earlier learning, offering appropriate challenges for higher-attaining pupils and suitable work for pupils with special educational needs. The very well-planned walk through the village, for example, led to good learning of skills. It was very carefully supervised by parents and the teacher and ensured, by questioning and prompting, that pupils noted the physical and human features in the village that were similar or different from Struay. The opportunity to take photographs made pupils' learning more meaningful and also provided work to follow up later in lessons. The petrol station, traffic

lights and the supermarket were among the human features that were carefully photographed and recorded. The preparation and organisation of this lesson enabled pupils to make very good gains in knowledge and understanding of geographical skills, ideas and language. Higher-attaining pupils were given appropriate challenge by requiring them to offer explanations as to why particular features were present in the village. Pupils were very well behaved, eager to learn and excited by the opportunities provided for them. The subject is very well co-ordinated. Planning is clear and priorities are carefully identified.

HISTORY

125. Only one lesson could be seen. This, with subject planning and pupils' work in books and on display, indicates that, overall, the quality of provision in history is good. Standards are above national expectations by the end of Year 2. Throughout the school, pupils make good progress. They have good knowledge and understanding of the subject and use their skills well in historical enquiry and interpretation.
126. In Years 1 and 2, for example, pupils spent time observing and discussing a collection of toys from the past. They can note similarities and differences in comparing them with their own present-day toys. Pupils are confident in using a range of information to carry out research and record their findings in a variety of ways, many of which demonstrate good use of literacy skills. They use correct vocabulary to denote the passage of time, for instance, they make reference in their discussions to "before, then, yesterday and long ago". They use their knowledge to learn more, for instance, by thinking of very thoughtful questions, such as, 'What was your toy made of?', 'How did it work?' and 'Did you have any adventures with your toy?' for later use when interviewing their parents and other adults. As they learn about events, such as the Second World War, Memorial Day and people such as Guy Fawkes, they are well aware that one event happened a long time before the other. By Year 2, pupils know that further information can be obtained from books, photographs, pictures and video and use these resources independently, with assurance, in their research.
127. In a class with reception children and Year 1 pupils, the teacher captured and maintained pupils' interest by starting the lesson with a wonderful collection of domestic artefacts from homes long ago. Children and pupils were very well motivated from the start of the lesson and were totally involved as they told her what they remembered from the previous lesson. Pupils were given varying tasks and practical activities according to their different needs, so all pupils made maximum progress. Historical vocabulary was reinforced throughout the lesson as, for example, the teacher referred to 'artefacts'. Knowledge, enthusiasm and the excellent use of a variety of resources and the practical activities made this excellent lesson interesting and enjoyable and so greatly enhanced the high rate of pupils' progress.
128. The curriculum is well planned. Programmes of study are covered in depth and in lessons learning objectives consistently include the opportunity for historical enquiry. Pupils achieve well from their starting point. They had a very good recall of what they had learned and showed much interest in the subject in the lesson observed. Pupils gain a good insight into what life was like for people living in significant periods in English history, such as homes and life without electricity. They are confident in using a range of information to carry out research and record their findings in a variety of ways, many of which demonstrate good use of literacy skills.
129. The quality of teaching is very good overall, resulting in pupils attaining standards that are above expectations for their age. The practical approach engages pupils, who respond with high levels of interest and sustained effort. Role-play, for example, using the washtub, board and soap bar, then hanging out the washing to dry, helps pupils to learn effectively. This helped them to really understand the rigours of life at home without electricity. Videos are used effectively to support pupils in their learning. Pupils with special educational needs are well supported by classroom assistants. Higher-attaining pupils are given the same tasks as the rest of the class, but expected to reach higher standards. Marking is used very well to promote pupils' learning. A real strength is in the linking of learning to other subjects, for example, using skills working with

clay to make candlesticks, knowledge of materials and their properties gained from work in science to ably compare, describe and sort household objects.

130. The subject is well managed by an able and committed co-ordinator. A nationally recommended scheme of work is used with an emphasis on a practical approach. As a result, the curriculum is well planned and staff are secure in their teaching of the subject. The refinement of assessment procedures has been recognised as an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Overall, the quality of provision for ICT is good. Teachers' planning and records of pupils' progress, together with samples of work, indicate that by Year 2, pupils' attainment is above what is expected of seven-year-olds. They make good progress throughout Years 1 and 2, acquiring a wide range of appropriate skills and learn to use computers in suitable applications. Pupils with special educational needs make equally good progress; they respond positively to the good support given by their class teacher and teacher assistants. Pupils in Year 2, for example, use a word processing package very well to write stories. They improve the quality of their story by developing text on screen, re-drafting and correcting errors, to produce polished and well presented work that makes interesting reading. They competently use a graph package in science to analyse and represent data. Equally, they use other tools to combine pictures and text, for instance, to produce labelled diagrams of the major parts of the human body. Similarly, in religious education, their compilation of The Creation Story combined word-processed text with pictures to produce work of high quality.
132. In the only ICT lesson observed during the inspection, children and pupils of the mixed class of reception age and Year 1 successfully acquired a firm understanding that instructions can be recorded and used again. They developed sequences of instructions to control a programmable toy to trace Red Riding Hood's path to Grandma's cottage through a grid in which she could move forwards, backwards and turn left or right. Pupils in Year 1 managed to build sequences, such as, R, F3, F2, L and, after running this sequence, refined it to R, F5, L. In this way they acquired a good understanding of how a computer may be used to control events and how to develop efficient programs. Higher attainers put extra challenges into the work by, for example, introducing a fence to be negotiated and added further instructions to their program. They develop confidence in the basic skills of operating a computer, handling the mouse with increasing precision and entering, and correcting text using the keyboard. Pupils' attitudes to learning when using computers are excellent. They handle equipment sensibly and work eagerly. They ask and answer questions willingly and are ready to help one another. Pupils interact positively with their teacher and other adults who support their learning.
133. Teachers' planning and programme of training, together with the lesson observed, indicate that the quality of teaching is at least very good. A very secure subject knowledge is evident in their interpretation of the national guidance, and lesson plans include the use of the ICT resources wherever it will enhance pupils' learning. In the lesson observed, very good reinforcement of words describing position, very good relationships between the teacher and pupils, encouragement, support and motivation all characterised the lesson. The teacher left pupils wanting to know more. The subject is well led and managed. Pupils' progress is recorded against appropriate statements of attainment. Access to resources is well planned and good use is made of them.

MUSIC

134. Only one lesson could be seen during the inspection. This, with teachers' planning, discussion with the co-ordinator and the quality of music in assemblies indicates that the overall quality of provision for music is good.
135. By the end of Year 2, pupils' attainment is at least in line with the level expected for this age group. They gain a satisfactory understanding of the main aspects of the subject. For example, pupils know the names of some percussion instruments and play them with good control. They understand pulse, rhythm and patterns of sounds. Pupils clap short rhythms and keep a steady beat at different speeds using un-tuned percussion instruments to accompany their singing of, for instance, 'If you're happy and you know it'. With support, pupils in Year 2 can sing a 'round'.
136. Throughout the school, pupils sing a very good range of simple songs from memory and enjoy action songs, particularly in assemblies where they join in with gusto. Generally, but not always, pupils sing tunefully with a sense of shape and melody. Too often they are expected to achieve good vocal sounds without sufficient attention to posture and mouth shape. Pupils have a growing knowledge of, and familiarity with, different types, styles and moods of music from both their own and different world heritages. For example, during an assembly they listened to North American Indian taped music. Pupils, with support from teachers, are beginning to learn to use simple symbols to represent sounds and perform their own music.
137. The teaching of music is good overall. Planning is very good and thorough in that it allows pupils to recall and consolidate earlier learning and add something new. This gives pupils a good grounding for music as they become older. The well-planned curriculum, following national guidance, ensures that all pupils take part in a regular programme of musical opportunities, led by their class teachers and with the specialist co-ordinator. Pupils' attitudes to music lessons are very positive. They enjoy making music, behave very well, maintain good concentration, are actively involved and retain a fair amount of what they are taught.
138. Co-ordination is good. The co-ordinator is hard working, enthusiastic, well qualified, talented and confident and has clear plans for the continued development of the subject. Resources are barely adequate. The refinement of assessment procedures has been recognised as an area for development.

PHYSICAL EDUCATION

139. Overall, the provision for physical education is good. Two lessons were observed during the inspection, both of which were based on gymnastic activities. These high-quality lessons and teachers' planning indicate that pupils attain above the standards expected of seven-year-olds, particularly in co-ordination and control as they perform a sequence of skills. Pupils in Year 1 get off to a good start in developing their skills of movement, as they perform linked sequences with increasing control of their bodies and improve their movements, such as jump, hop, skip, sideways step, stop and balance. They use space sensibly, sharing good levels of awareness of others. They work energetically at such movements, listen well to their teacher, and are pleased to demonstrate their prowess to their peers. A pupil with special educational needs, for instance, gave her utmost when asked to demonstrate her very good sequence of movements.
140. By Year 2, pupils fully realise the importance of warm-up activities and the effect of physical effort on the heart. They demonstrate good control of their bodies as they practise and consolidate sequences of movements, gradually extending the number of activities within their sequence. They competently incorporate and co-ordinate a wide variety of speeds and movements, effectively exercising most, if not all, of their muscles. They respond well to encouragement and are keen to demonstrate their achievements to others.
141. Teaching is first rate. An energetic pace is sustained throughout lessons. Teachers provide a good balance of physical effort, direct teaching and pupil demonstrations. The management of pupils is excellent. Praise and encouragement ensure pupils give their best. Teachers give very good demonstrations of particular skills when they introduce new ideas. As a result, pupils

grow in skills, enjoy physical exercise and perform the cooling-down activities with an evident feeling of breathless wellbeing. The subject is effectively co-ordinated. Teachers have a very good knowledge of the subject. Pupils receive two lessons of physical education per week and cover the required range of skills.

142. Co-ordination of the subject is very good. Resources and accommodation are just adequate, but used to the best effect. Their commitment to the national initiatives of 'Sport England' and 'Healthy Schools' offers good opportunities for the school to further develop physical education activities.

RELIGIOUS EDUCATION

143. Only one lesson could be seen during the inspection. This, with a scrutiny of the policy and planning and the subject teaching during assemblies, indicates that the overall quality of provision for religious education is very good. Pupils' attainment in religious education is well above the expectations of the locally Agreed Syllabus by the ages of seven.
144. By the end of Year 2, pupils have deepened their understanding of Christianity and some of the major religions of the world, such as Judaism. They know that people have different beliefs and values that affect the way they live their life. For example, pupils know about the story of the Creation and can relate this clearly, showing an outstanding grasp of Judaism. They know that, for instance, the blessing of the candles at Shabbat symbolises God making light on the first day of the creation; that the bread relates to Moses offering two loaves of bread and the greed of people leaving the waste to rot. They know that Shabbat is the day of rest. Pupils in Year 2 understand the significance and preciousness of sacred books, including The Torah and The Bible.
145. Pupils make very good progress through Years 1-2. The emphasis on sharing, caring, valuing and celebrating based on pupils' own experiences, stories and the local community, including the Church, is very appropriate for the ages of pupils in this school. Christianity is the base and emphasis of religious education in this Church of England-controlled school. Pupils learn the nature of religion and gain a very good understanding of different world religions and faiths, such as Sikhism, Hinduism, Islam, Buddhism and Judaism. They know about the main Christian festivals, especially Christmas and Easter. Pupils reflect on some important human values and are encouraged to put them into practice in their own lives, in school and at home. For example, in the class of Year 1 and 2 pupils, they learn about Jesus' special friendship with the disciples and the storm on the Sea of Galilee, and reflect on the importance of trust and calmness in their own lives. They share, write about and give very mature explanations about the 'Shall I?' and 'Shan't I?' questions, and decisions, of the Good Shepherd.
146. The quality of teaching is excellent in the Year 1 and 2 class. Excellent planning and preparation led pupils into the practical experience of setting the table for Shabbat. Very clear explanations, the use of real artefacts and excellent questioning effectively deepened pupils' understanding. As a result, pupils were engrossed in their learning, awestruck when watching real candles being lit and could sustain concentration while writing blessings to read out later to celebrate the end of Shabbat. All pupils learned the sequence of events, the reason for each artefact and the correct names. Very good support from teaching assistants and parent helpers ensured that pupils with special educational needs took a full part and made very good progress, for example, in the making and plaiting of Halla bread with much enjoyment. One pupil wrote, 'Thank you God for our school, and at home it is boring and I like school better', as her blessing for the week to come. The lesson ended with a clip from 'Fiddler on the Roof' that enabled pupils to witness what they had learned in practice and firm up their understanding of the experience.
147. Pupils look forward to lessons; they expect learning to be enjoyable and interesting – and it is. They respond very well to the very high expectations of effort, pace and behaviour. They understand the reasons for prayer and respond very well during collective worship to the request

to 'be quiet for a few moments' to listen to short, meaningful prayers. The use of ICT, word processing and illustrations effectively presented their retelling of the Story of the Creation. Skills learned in literacy lessons are also used very well, evident by the different styles of writing seen, such as the blessings for the end of Shabbat.

148. The subject is well managed by the knowledgeable and committed headteacher. The draft policy is clear and uses the locally Agreed Syllabus to good effect with personal quotes underlying the philosophy. For example, 'Spirituality is based on a person's experience of life and the ways they find to use that experience. It's where the mind feels free'. The use of local Church members in leading assemblies once a week is very effective in developing pupils' enthusiasm, hope and caring. The subject makes a very effective contribution to pupils' spiritual, moral, social and cultural development.