

INSPECTION REPORT

HURSTHEAD INFANT SCHOOL

Cheadle Hume

LEA: Stockport

Unique reference number: 106052

Headteacher: Mrs Jane Driscoll

Lead inspector: Robin Wonnacott

Dates of inspection: 14th - 16th June 2004

Inspection number: 256529

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
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
Number on roll:	250
School address:	Kirkstead Road Cheadle Hume Stockport
Postcode:	SK8 7PZ
Telephone number:	0161 4392238
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Appropriate authority:	The governing body
Name of chair of governors:	Dr. R. A Benton
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Hursthead is a larger than average infant school situated in Cheadle Hulme, a residential area of Stockport. There are 250 pupils on roll, aged from four to seven. The majority of pupils come from the immediate area. Overall, pupils come from homes of relatively advantaged socio-economic backgrounds and the percentage entitled to free school meals is below the national average. The percentage of pupils with special educational needs is below the national average and no pupil has a Statement of Special Educational Need. The pupils' special educational needs are wide ranging, but the majority relate to learning difficulties. The overwhelming majority of pupils are of white British heritage. The percentage of pupils whose home language is not English, at 2.7 per cent, is above the national average. When children join the school as four-year-olds, their attainment is higher than is typical for the age group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2787	Robin Wonnacott	Lead inspector	Mathematics, information and communication technology, design and technology, English as an additional language.
3178	Ted Tipper	Lay inspector	
2773	Faith Mackenzie	Team inspector	English, art and design, music, physical education, special educational needs.
20230	Jennifer Clayphan	Team inspector	Foundation Stage, science, personal, social and health education and citizenship, geography, history and religious education.

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. It provides pupils with a very good quality education. Overall, teaching is very good. Pupils' attitudes are very good; their behaviour is very good. The headteacher is providing the school with excellent leadership and management. The school provides excellent value for money.

The school's main strengths and weaknesses are:

- Standards in writing are very high. Standards in reading, mathematics and science are well above the national average. Standards in art and design are outstanding.
- Overall, teaching is very good. Teachers, and other adults, know the pupils exceptionally well, and they use a range of very good strategies to promote pupils' learning. Pupils' achievement is very good because of the very good teaching.
- The headteacher provides the school with excellent leadership and has a very clear vision for the school's future.
- There is very good provision and support for pupils with special educational needs.
- The work of the governors is very good. They have systematic procedures in place that enable them to hold the school to account for its actions.
- The school has excellent links with the community.
- Attendance levels are high.

No key issues were identified at the time of the last inspection. The school has continued to improve upon the high quality of provision reported at that time. The strengths noted then have been maintained and built on; the overall quality of teaching is better, standards of pupils' work are higher and the curriculum organisation has improved. Overall improvement is very good.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; A means that the school's results were in the top 5%*

Similar schools are those with a similar proportion of pupils entitled to free school meals.

Pupils' achievement is very good. The school's results in the national tests for seven-year-olds have been consistently above the national average, and in 2003 they were well above the national average. Children enter the school as four-year-olds with standards above those generally found for the age group. In the reception classes they achieve well to attain well above the level expected. The children's language skills are developed particularly well, through carefully structured teaching. The standards being attained by the present Year 2 pupils are high. The vast majority of pupils are working at the expected level and close to half of

the group are working at the higher level. Pupils' speaking and listening skills are well above average. The standards attained by pupils in writing are particularly high. This is the result of very good teaching, and the way pupils are encouraged to develop their writing skills in a range of subjects. Standards in mathematics have improved in the last year; the school has developed its approaches to mathematics teaching, and this is having a positive impact on standards. Science standards are high with close to half of the Year 2 pupils working at Level 3. Standards in information and communication technology are above average. Standards in art and design are very high.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils are very happy at school; they have very positive attitudes towards learning. Behaviour throughout the school is very good. Attendance is very good. Pupils' spiritual, moral, social and cultural values are well developed. The ethos of the school is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Overall, the quality of teaching is very good. In the best lessons teaching is carefully structured and pupils are clear about what they are expected to learn. Teachers' expectations are very high, and they set pupils work that is very challenging. As a result, pupils make very good progress in learning. The school has a good range of assessment procedures in place, and much valuable information about pupils' levels of attainment is available to staff. This information is generally well used by staff when planning lessons. Provision for pupils who have special educational needs is very good. The well trained support staff are used to good effect and they help pupils to make good progress. Work in the pupils' books indicates very good coverage of all aspects of the curriculum. Teachers and other adults know the pupils exceptionally well; the care and guidance offered to them are very good. The school works very well with the parents, and has excellent links with the community. The school has very good links with the neighbouring junior school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides the school with excellent leadership. The last inspection report was very positive, but the school has not rested on its laurels. The headteacher has undertaken a detailed analysis of the school's strengths and weaknesses; this information is used well to enrich the provision, and this is helping to drive standards even higher. The headteacher has the full support of all those connected with the school. There are very good procedures for monitoring and evaluating the school's work. Subject co-ordinators for English, mathematics and science have a very good understanding of the strengths and weaknesses in these subjects. The work of the governors is very good and they ensure all statutory requirements are fully met. They have clear procedures in place, including those for monitoring standards, which enable them to hold the school to account for its actions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and they have no significant concerns; they regard teachers as very approachable. Pupils feel that the school is excellent and they are extremely positive about the staff.

IMPROVEMENTS NEEDED

No significant areas for improvement are identified. Nevertheless, the school should continue to build on its very good self-evaluation processes to further improve the quality of the provision.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is very good. Overall, standards are well above average.

Main strengths and weaknesses

- Standards in reading and mathematics are well above average. In the 2003 tests for the end of Year 2 the school's results in writing were in the top 5% of schools nationally.
- Standards in information and communication technology are above average.
- Work in pupils' books is very well presented.
- Standards in art and design are very high.

Commentary

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

Standards in:	School results	National results
reading	17.9 (16.9)	15.7 (15.8)
writing	17.6 (15.9)	14.6 (14.4)
mathematics	17.2 (17.8)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

1. Over the period of the last four years the school's results in the national tests for pupils at the end of Year 2 in reading, writing and mathematics have been well above the national average, overall. This is better than the national trend. In the 2003 tests the results were well above average in reading and mathematics. In the writing tests the school's results were very high, being in the top 5% compared with all schools nationally. The high results in writing were influenced by the high percentage of pupils who attained at Level 3; this is a level higher than that expected for this age group. When the school's results for 2003 are compared with schools that have a similar proportion of pupils who are entitled to free school meals, in reading and writing results were well above the average and in mathematics the results were above the average for this group of schools. Scrutiny of the school's preliminary results for the 2004 tests indicates similarly high standards, with an improvement in standards in mathematics. The high results are a result of the careful analysis carried out by the school's management team, and the impact of very good teaching.
2. The school makes good use of assessments when the children join the reception class as four-year-olds. The data for the last three years shows that children join the school with standards that vary across different aspects of their development, but are above average overall. The majority of the children make very good progress in the reception class, to exceed the goals expected nationally in all aspects of their development. Particularly good progress is made in developing their skills in language. Their achievement overall is very good.

3. As pupils move through Years 1 and 2, their achievement is very good overall. Achievement in writing is particularly good. Pupils are given many opportunities to use their writing skills in many subjects; this approach has a positive impact on their writing, and pupils' writing is interesting to read. The work in the pupils' books is always well presented. The school has a systematic approach for teaching handwriting. Teachers use the same approach when writing on the whiteboards; the very good model they provide has a significant positive impact on the pupils' handwriting, which is consistently of a high standard. The headteacher and co-ordinators constantly review pupils' achievement; this approach is central to maintaining high standards. In English and mathematics, the standard of work seen was well above that typically seen in infant schools. In science the work was above the average.
4. Standards in information and communication technology are above the national expectations. The staff are confident in using computers and this confidence is quickly transmitted to pupils. Overall, standards in other subjects of the curriculum are above average. Standards in art and design are very high. Pupils are provided with a wide range of opportunities to develop their creative skills. The outcomes of the work are celebrated and used to very good effect to enhance the environment.
5. Pupils with special educational needs achieve very well. The small number of pupils who speak English as an additional language achieve very well. These pupils all make significant gains in the key skills of speaking, listening, reading, writing, number and information and communication technology. The consistently very good teaching ensures that boys and girls, pupils with special educational needs and those for whom English is an additional language all achieve equally well.
6. The opportunities provided for pupils to apply their literacy and numeracy skills in other subjects are good and at times very good. In particular, pupils are provided with many opportunities to develop their writing skills. For example, work in pupils' history and geography books show that they use their literacy skills to very good effect to write about aspects of their work. This approach is a significant reason why the school's results in national writing tests are so high.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' behaviour and their attitudes to their work and towards others in the school are very good. Their overall attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils readily accept the range of opportunities they have to undertake responsibility.
- The school actively encourages pupils to show a high respect for the feelings of others and helps them develop very good relationships with each other and adults in the school.
- Pupils are given very good opportunities to explore other peoples' cultures.

Commentary

7. Pupils are very keen to come to school and approach everything they do with enthusiasm. In lessons they have very positive attitudes to learning, responding well to the high quality of teaching they receive.
8. The school has very clear systems for ensuring good behaviour, based on a series of rules for the classroom, playground and dining hall. Pupils have been involved in the development of these rules and are very supportive of them. They sit quietly and very attentively in assemblies, eat their lunches in a very relaxed atmosphere and move around the school in an orderly manner. Isolated instances of bullying are promptly dealt with to the satisfaction of the overwhelming majority of pupils and parents. There were no exclusions in the previous year.
9. Pupils are given a range of opportunities to take responsibility that they are keen to fulfil. Fruit monitors deliver fruit to the classes every morning, while other pupils ring hand bells to signal the end of break times. Playground friends check for colleagues who are upset or have nobody to play with and escort those with minor injuries or who are feeling unwell to be given first aid. There is a playground committee whose members look after the box of small play equipment, agree rules for ball play and choose traditional games for pupils to play. Year 2 pupils support younger ones in their first few weeks in the reception class. Each class has its appointed monitors for carrying out various duties. These responsibilities, soon to include a school council, are fairly extensive for an infant school and do much to develop the confidence and self-esteem of pupils.
10. The school's very strong ethos, supported by the bond that exists between pupils, parents and staff, creates an environment where pupils develop caring and sharing relationships with one another. The personal, social and health education programme supports this. In a lesson seen during the inspection, Year 1 pupils were seen discussing their own and others' feelings in a responsible and mature way. Pupils are courteous to adults in the school and address visitors in a polite and friendly manner.
11. The school makes considerable efforts to ensure its pupils have a very wide awareness of how other people live. Although it has only a small number with an ethnic minority background, it has encouraged their parents to come into school to discuss aspects of their heritage such as food, dress and lifestyle. Role-play areas in classrooms include Chinese, Indian and Italian restaurants with appropriate utensils and food samples. In subjects such as art, music and geography pupils have made Mexican masks, listened to African music, explored where different foods come from and researched bridges and Christmas traditions around the world using the internet.
12. Attendance levels in the school have consistently been in the top ten per cent of schools across the country since the last inspection. This, along with the very good level of punctuality, reflects the efforts the school makes to ensure pupils want to attend and, in return, their eagerness to do so.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is very good. Teaching and learning are very good. The school's curriculum is also very good. Pupils are provided with very good care and support. Links with parents are very good. Links with the community are excellent.

Teaching and learning

Teaching in the school is very good. Pupils' learning is very good. Procedures for assessing pupils' work and development are good.

Main strengths and weaknesses

- Teachers use very effective techniques when they question pupils.
- Teachers' planning is very good.
- Lessons are conducted at a good pace.
- Very good relationships exist between staff and pupils. Behaviour in lessons is very good.
- Teaching assistants are used to good effect.
- In a small number of lessons pupils are expected to sit and listen to teachers for too long.

Commentary

13. The quality of teaching observed was very good overall. No unsatisfactory teaching was observed. Evidence gathered through scrutinising pupils' work, holding discussions with pupils and scrutinising teachers' planning indicates that the teaching observed during the inspection is typical of that usually found in the school. The headteacher systematically monitors teaching in each classroom, and this is having a positive impact on improving teaching and learning. Overall, this represents an improvement in teaching from that reported following the last inspection.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17 (43%)	19 (47%)	4 (10%)	0	0	0

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

14. In the very good lessons, the teachers used high quality questioning techniques to make sure that pupils had understood what was expected of them. For example, in a Year 2 mathematics lesson where pupils were using predictions to work out the sixth number in a sequence, both the style of the teacher's questions and the intonation in the voice helped pupils to re-evaluate their response. Pupils made rapid progress and by the end of the lesson they could all predict the sixth number; they were working at a higher level than that expected for the age group. A similar approach to questioning was observed in a Year 1 English lesson. The teacher's questions enabled pupils to explore the order in which words and punctuation should be used in a sentence. The teacher asked; '*Do the speech marks come before or after the full stop?*' Pupils quickly responded by changing the order of the cards they had been given.
15. Teachers' planning is detailed and clearly sets out what pupils are expected to learn. This information is usually discussed with the pupils, and at the end of the lesson pupils are

encouraged to reflect on what they have learnt. In the best lessons the teacher notes down those areas of work that have not been fully understood and this is used to guide planning for the next lesson. Teachers have very good relationships with the pupils. Expectations about behaviour are very high, and as a result pupils behave very well, they are keen to learn and they make very good progress in lessons.

16. When teaching was satisfactory rather than good, the pupils were expected to spend too much time sitting on the mat listening to the teachers' instruction. In a small number of lessons the pupils became restless and their behaviour was not as good as the typically very good behaviour seen in the majority of lessons.
17. Teaching in English and mathematics lessons is very good overall. Teachers are making very good use of the national guidance for both literacy and numeracy; they plan lessons to take account of the needs of different groups of pupils. Information and communication technology is used to support teaching and learning in a number of subjects, including English and mathematics.
18. Overall, teaching in the reception classes is very good. Teachers use every opportunity to develop and extend the children's language skills and they encourage the children to talk and listen to each other. The emphasis placed on speaking and listening is having a positive impact on pupils' writing in Years 1 and 2.
19. Teaching assistants are used well throughout the school. In the best lessons their work is very good. They are clear about what individual pupils are expected to learn. They are fully committed to helping individual pupils, and the pupils respond in a very positive way, making good gains in learning.
20. Teaching and learning of pupils with special educational needs, and those with English as an additional language, are very good throughout the school. Teachers know the pupils very well and are able to provide work that supports their differing needs. All pupils are fully included in all lessons.
21. Overall, assessment procedures are good. The school has a range of assessment procedures that help teachers identify the strengths and weaknesses in the learning of individual pupils; these are shared with pupils. The school has also developed detailed systems for tracking the progress of individual pupils. The information is transferred to a 'continuity book'. These books are very well documented, and provide teachers with a clear picture of the way individual pupils' learning has progressed. In the main, staff use this information well when planning lessons. Nevertheless, the overall quality of teaching would be further enhanced if all lessons were planned using the extensive range of assessment data available, so that work was even more closely matched to the needs of pupils.

The curriculum

The curriculum is very good overall. The school makes very good use of a wide range of clubs and activities to enhance pupils' learning. Resources are good. Accommodation is satisfactory.

Main strengths and weaknesses

- The school has undertaken a very good range of initiatives which enrich the curriculum; these include identifying ways in which the different subjects of the curriculum can be linked together.
- There are very good opportunities for pupils to learn within the creative curriculum, notably within art and design.
- There is very good provision for pupils with special educational needs and for those who speak English as an additional language, encompassing the promotion of equal opportunities and inclusion.
- The personal, social, health and citizenship education programme offers good support to pupils.

Commentary

22. The school delivers a very good curriculum, which provides a rich range of experiences across all subjects. The teaching and learning are planned thoroughly around a framework of stimulating themes, and linkages between the different subjects are well thought through. This approach provides pupils with an exhilarating and effective set of experiences; as a result pupils' achievement is very good. Planning is monitored in an efficient way. At the time of the inspection Year 2 pupils were focussing on the seaside, and this theme was well used in many subjects. For example, in information and communication technology lessons the pupils used CD-ROMs to broaden their knowledge of life on the seashore. A good range of clubs and activities further enrich provision, including clubs to promote musical, sporting and linguistic skills. The pupils are effectively introduced to a range of activities that promote learning about the environment, with visits to places of interest. The school has developed the school garden and an area for scientific studies; both these are used to very good effect to develop pupils' skills. The school ensures that pupils experience a range of visitors and special events and these all help in raising standards to a high level. The curriculum in the Foundation Stage is well planned, making very good use of national guidance. All six aspects of the children's development are covered effectively.
23. The school provides an exhilarating curriculum for art and design, involving the deployment of a visiting specialist who has worked with all year groups. The curriculum framework provides a good basis for teaching across a range of activities, for example, sketching, observational drawings, painting, and collage. Pupils are encouraged to explore a range of techniques and media, and the displays indicate very high standards of attainment by pupils. Although only two lessons were seen during the inspection, there is ample evidence on display and in a portfolio to indicate that pupils' achievement is very high.
24. Provision for pupils with special educational needs is very good. This aspect of the school's provision is very well organised. Pupils are identified early; their needs assessed, and focused teaching provided according to the targets specified in their individual education plans. Appropriate liaison takes place with external agencies and parents. Pupils' progress is monitored carefully. They are very well taught and supported and therefore achieve very well. Provision for pupils who speak English as an additional language is also very good. The school's very good ethos and values promote equality of opportunity for all its pupils, and ensure that they are fully included in all aspects of school life. In lessons, pupils who have special educational needs and those who speak English as an additional language are well supported by teachers and learning assistants.

25. The curriculum includes a programme for pupils' personal, social, health and citizenship education. The programme is based upon a structured scheme of work with themes for each year group and has a central theme of health for life. The school has developed good links with local agencies, for example, the dentist and the vet.
26. Resources in the school are good overall. Resources are well organised and this helps teachers to use them effectively. The staff make good use of the accommodation. Very good use is made of the external environment. The addition of a science work area adds to the overall provision. The school has used corridor space well to create library areas. Pupils' work is used to very good effect to create a lively and stimulating environment. The accommodation provided for classes in the temporary classrooms is only just satisfactory. Space is very limited and the temperature in the rooms is very hard to control.

Care, guidance and support

The school makes very good provision for the care, welfare, health and safety of pupils and also provides them with very good support, advice and guidance. It actively seeks the views of pupils and responds to them in a positive manner.

Main strengths and weaknesses

- The school ensures pupils develop trusting relationships with at least one adult in the school, and that personal and academic support and guidance given to pupils are very good.
- Pupils are very well cared for in a safe and healthy environment.
- The school is very successful in involving its pupils in the daily life of the school.

Commentary

27. Teachers and their assistants get to know their pupils extremely well. This can be seen in the detailed analysis of each pupil's attitudes to work and to others, completed each term, with areas for development identified at the end of the year. These profile commentary sheets are recorded in pupils' continuity books and give each succeeding teacher a clear picture of the pupils' personal and social development. The books also include details of pupils' academic progress. Parents are delighted with the personal support, advice and guidance their children receive and all pupils who answered a pre-inspection questionnaire felt happy that there was an adult in school they could turn to.
28. The school takes its responsibility for ensuring the health and safety of its pupils very seriously. Once a term a detailed audit of the premises and equipment is carried out, and a report identifying any irregularities, the action to be taken and the person responsible is produced. This is both efficient and effective. A review of progress is then made at successive meetings of the health and safety committee. Detailed risk assessments are carried out for all out-of-school visits, including one to the local shops. The medical book shows several pupils a day need simple first aid for cuts and bruises and sickness; three staff who are fully trained administer any necessary first aid. The system for child protection adheres to local education authority guidelines and the headteacher has experience in handling particular cases. However, she has not been fully trained and does not currently have a deputy, although both these situations are due to be rectified at the beginning of next year. Pupils are encouraged to develop a healthy lifestyle through personal, social and health education and science. The school also belongs to the Fruit in

School and Water Availability in Schools schemes. These ensure children have a piece of fruit every day and water is freely available at any time.

29. While the school may not have a formal system for identifying its pupils' view, it still does much to discover them on an informal basis. The playground committee shows how positively pupils will respond to such an opportunity. Here they make proposals that are given full consideration, and often adopted, by the headteacher. Teachers who are keen to reflect pupils' wishes in their teaching also seek pupils' views in lessons. The planned introduction of a school council will further develop this aspect of the school's provision for allowing pupils to have a greater influence over their own education.
30. Induction arrangements for pupils are very good. Parents and children are met individually by the headteacher and children are then able to visit the school. The procedures help children to settle very quickly into the school's secure routines.

Partnership with parents, other schools and the community

The school has developed a very good relationship with its pupils' parents and carers. Its links with the community are excellent and those with other schools and colleges are very good.

Main strengths and weaknesses

- Parents make a very good contribution to their children's learning at school and at home.
- Links with the local community benefit pupils' learning and develop their social skills extremely well.
- The school has established links with other schools that are of clear benefit to the progress of pupils.

Commentary

31. Parents have every encouragement to help in their children's education, to which most respond very positively. Around 20 regularly help in school carrying out activities such as fruit preparation, running the library, baking and listening to readers. Several operate as very effective teaching assistants in the classroom while others provide practical help such as in the creation of the Quiet Area. Parents are given detailed information on what their children will be studying in each subject at the beginning of a term and many are keen to attend workshops on how to help them with their literacy and numeracy studies. In return, they are very supportive of their children's homework and use the home-school diaries to share information with teachers. The Parent Staff Association organises a number of fund-raising events through the year, which are always well supported and raise considerable amounts of money for the school.
32. The school has an extremely wide-ranging programme of links with the local community. Pupils visit the local shops, library and park to support activities they are carrying out in the classroom. Further afield, trips to a zoological park and an aquarium increase their knowledge of the environment and the living creatures within it. A visit to a heritage museum allows them to experience what life was like for their forebears in Victorian times. They also go to places of worship such as those of the Church of England and United Reform Church. Visitors, including parents of pupils in the school, talk about their cultures as diverse as African, Japanese and Hindu. Visually and hearing impaired individuals attend assemblies to help pupils understand the problems they face and how

they overcome them. A dentist and a vet give pupils an insight into the world of work as well as help them understand how to look after their teeth and treat animals. Other visitors include the fire brigade, church ministers, authors, artists and musicians. Members of the African Community Foundation spend two days in school running activities allowing pupils to appreciate the different types of art, music, food, dress and lifestyles in that continent. The school has links with several charities, mainly local ones, allowing pupils to appreciate how other children are less fortunate than they are. Support from local businesses has helped the school in several practical ways such as the creation of the science investigation and quiet areas. These links with the community are exceptional for an infant school and do much to assist pupils' learning and develop their social skills.

33. The school has extremely close ties with the adjoining junior school to which most of its pupils transfer after Year 2. The headteachers meet regularly and there is day-to-day contact to ensure a joint approach to many issues. Pupils visit each other's schools for school productions and, in the summer term, Year 5 pupils become reading partners with Year 2 pupils and also help them to prepare for their move in the autumn. The two headteachers meet to discuss the formation of Year 3 classes in the junior school and the very informative continuity files, demonstrating pupils' academic and personal development, are handed over. The parents attend a meeting in the junior school and the pupils have a conducted tour of their new school as well as meeting their new teachers in their classrooms. All these activities fully prepare the pupils for their move, allowing them to settle in quickly and confidently. The school also has good links with other primary schools in a local support network and through a consortium centred on the main secondary school in the area. Regular meetings of headteachers and subject co-ordinators enable best practice to be shared.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides excellent leadership. The contributions of other key staff to leadership and management are very good. Governance is very good and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher provides the school with excellent leadership and management. She has a total commitment to meeting the needs of all the pupils attending the school.
- The work of the co-ordinators is very good. Co-ordinators are very clear about the strengths and weaknesses in the different aspects of the school's work and they undertake detailed analysis of the school's assessment information.
- The work of the school governors is very good. Governors have very effective systems in place that enable them to hold the school to account for its work.

Commentary

34. The headteacher is an excellent leader. She has a very clear vision for the future of the school, and recognises its importance to the local community. She has successfully developed a sense of unity among the staff and they hold her in high esteem. The staff have a common vision and sense of purpose. There is a shared commitment to meeting the personal needs of all the pupils and raising academic standards. The headteacher has developed the way in which the school improvement plan is used to manage the school's future. The plan is of a high quality, it is detailed and closely related to the longer-term strategic plan; this document is now used to very good effect and is central to the

school's future development. The headteacher has a very good understanding of the school's strengths and weaknesses. She recognises the need to constantly challenge the way the curriculum is planned and delivered; as a result, work in different subjects is linked when possible. This approach is having a positive impact on standards. For example, pupils' standards in writing are high because writing skills are developed through a number of subjects.

35. The work of co-ordinators is very good. Teachers have a clear understanding of the strengths and areas for development in the different aspects of the school's work. Co-ordinators for English and mathematics have undertaken a thorough analysis of the school's results in national tests and have used the data gathered to influence the way teaching of aspects of the two subjects has been organised. This has had a positive impact on pupils' standards in English and mathematics. The acting deputy headteacher provides very good leadership for staff in the reception classes.
36. The school's leadership is strongly committed to providing well for those pupils who have special educational needs. The co-ordinator manages the provision effectively. She is given time to liaise with teachers and a wide variety of outside agencies, and ensures that pupils have appropriate support and teaching to meet their identified needs. Teaching assistants receive appropriate training, they have a good knowledge of the pupils with whom they work. Governors know about the special educational needs of individual pupils and take good care to make sure they are met.
37. The work of the school governors is very good. The governing body is very supportive of the school and ensures that its work meets all statutory requirements. Governors are fully involved in the revision of the school development plan. They use the plan as a working document and regularly review and modify aspects of it as needs arise. They see the plan as central to their governance of the school. Governors are fully involved in the life of the school; many of them make regular visits to the school. They all take their duties very seriously and use the information they collect to hold the school to account for its actions. Financial management by the governors, headteacher and office staff is very effective. The school has a relatively large carry forward in its budget; this is mainly due to savings made in staffing costs through ill health. These funds have been earmarked to improve the buildings.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	583,110
Total expenditure	567,525
Expenditure per pupil	2,288

Balances (£)	
Balance from previous year	54,943
Balance carried forward to the next	70,528

38. The school has very good procedures to ensure that it applies the principles of best value. Funding for the school is low. Expenditure per pupil is below the national average, standards are high and pupils' achievement is generally very good. Taking all these factors into consideration, the school gives excellent value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. The overall provision in the Foundation Stage is very good. Achievement in the foundation stage is very good, overall. Many children enter the reception classes with attainment that is above average in speaking and in personal, social and emotional development. Mathematical, reading and writing skills are a little above average. Physical and creative development and children's knowledge and understanding of the world are average. Nearly all children leave the reception classes with attainment that is well above average in communication, language and literacy, in mathematical and in their personal, social and emotional development. Their physical development is good and they display a very mature knowledge and understanding of the world. Overall, their attainment in the creative field is good and some aspects are very good. Children achieve very well because so much teaching is very good in all the areas of learning and the curriculum is very well planned. Particular teaching strengths include very good use of rich vocabulary, challenging questions and stimulating activities, all of which intrigue and delight the children, and encourage them to want to learn more and more. Standards have been maintained well since the last inspection. The Foundation Stage is very well led, and provision has improved with an updated curriculum and more effective assessment. Relationships between adults and children are a particularly strong feature, and teachers and other adults form a close knit and highly effective team. Children with special educational needs are very well provided for, which enables them to achieve very well. Leadership and management of this aspect of the school's work are very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because staff create a very secure and purposeful atmosphere with high expectations of good behaviour.
- Excellent strategies ensure that children are confident and they want to be mature.
- Detailed knowledge of children and their needs enables staff to provide pupils with very good individual support.

Commentary

40. This area of learning is particularly well taught and by the end of the reception year the majority of children are likely to have attained well above the expected levels. Their achievement is very good. Very good and detailed organisation by all adults ensures that children are purposefully employed in a rich variety of stimulating activities. This enables them to move from task to task without becoming bored. In all rooms adults have consistently high expectations of good behaviour. They engage very well with children, creating warm, happy atmospheres and they encourage them to take turns and to listen to each other. The judicious mix of challenging questions and rich information used by adults

when talking to children and the high respect they show for all individuals set a very good example which the children adopt. By the time they move into Year 1 children are mature, hard working, well behaved and interested in those around them.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teachers and other adults use opportunities very well to develop children's speaking and listening skills. Adults encourage the children to record their thoughts on paper and to develop their reading skills.
- Very careful planning of challenging activities for groups of children ensures that all children achieve very well.
- Parents support children's learning very well.

Commentary

41. Teaching is very good in this area of the children's development. Children's speaking and listening skills are developed very well through activities which are challenging and fun. Children expect to be interested and so they listen carefully to teachers' introductions to topics. Teachers constantly use rich vocabulary and ask skilful questions that require full answers that could well include the new words. These questions help children to extend their thinking so that their answers interest other children and give rise to simple discussions between them. Every opportunity is taken to help children to develop early reading and writing skills. Children are excited at being able to write and are very confident to write lengthy pieces of work, much of which only they can read! Their handwriting improves during the year, and so does their ability to sound out simple words more accurately. Computers are used well to encourage children to write captions for their computer generated drawings. Children are very interested in reading. They apply their knowledge of sounds and simple words to read a range of story and information books with deep enjoyment and good understanding. Parents and carers show good interest in their children's progress, which spurs them to work hard. By the end of reception nearly all children attain well beyond the expected levels.
42. Books are readily available and all children take them home regularly to be shared with adults. They understand how to use books and enjoy them. Children quickly learn to recognise words and all can build simple words so that by the end of their reception year they are reading books confidently. Constant reinforcement from adults helps the children to recognise sounds and match them to letters. When teachers read stories, children listen attentively and with real interest; they are drawn into the imaginative world described.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers have very high expectations and plan activities which stimulate and excite children and are well matched to their abilities.
- Teachers plan a wide range of activities to ensure that children achieve well.

Commentary

43. In this area of children's development teaching is very good. Teachers are very skilful at generating a love for numbers and ensure that activities are adapted to suit different abilities. The good use of resources helps to make learning a game and keeps children's enthusiasm high. Teachers encourage children to explain their thinking. For example, one

child said they knew that in order to count in twos they had to add two each time, while another child said they did it by leaving one number out each time. A few higher attaining children recorded confidently and accurately in twos to 50 while all but four others did so to 20. This is beyond the level that most children reach at this time in their school life. The lowest attaining children succeeded in counting in twos to ten but found it difficult to record accurately from memory. They worked hard to solve simple problems such as which coins to use to buy a ticket to America which cost 9p! Children use the language of shapes such as 'rectangular' and 'oval' correctly in everyday conversation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Planning provides a wide range of activities to promote learning.
- Teachers question the children well so that they develop a sense of time and place from an early age.
- Children are familiar with and confident in their use of computers.

Commentary

44. Teaching is very good. Very good planning ensures that children enjoy a wide range of experiences. During the inspection there was a different focus in each room: hens' eggs being hatched, a wormery and a tank of garden snails. The children concentrated on the topic in their own room but visited the others. Adults used a wealth of books and information together with searching questions, all of which sharpened children's observation skills and furthered their knowledge very well. Children were eager to find additional words to describe snails, such as *'they leave white slimey tracks, they slither'*, and talked about troughs, channels and humidity levels in the incubator which would keep the eggs safe and help them to hatch.
45. Children enjoy using computers to solve mathematical puzzles and for drawing and writing. They work effectively independently and attain well. They have a well-developed sense of awe at beauty and are aware that many people believe that God made the world. They know that stories about God are found in the Bible. They are also becoming aware of the rich diversity of peoples and cultures around them and start to recognise the shape of countries on a world map. By the end of reception most children have a very mature and detailed knowledge that is well beyond average.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good teaching ensures that children build a good range of simple skills in physical education.
- Numerous interesting activities help children to develop their fine motor skills.

Commentary

46. Teaching of physical education is good. During a lesson outside, children worked hard to improve their ability to balance a ball on a bat despite the wind and showed steadily improving skills at pushing and bouncing their ball. They moved confidently in a large space, with good control, and attained well. Children also show good control when cutting, sticking, painting and using pencils. By the end of reception all children attain the expected level and many children attain beyond.
47. Children have a good understanding of health and safety matters and have been trained well in setting out and putting away equipment. Children have good opportunities to develop fine motor skills in a variety of activities in the classroom. They use scissors, build with construction toys and handle paint brushes, crayons and play dough confidently.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children are provided with a very good range of activities which stimulate them to explore and experiment.

Commentary

48. Teaching in this area of development is very good. Every day teachers ensure that children experience a wide range of activities which involve them in using and developing their imaginations. Children's observational skills are developing very well, and they achieve very well. They had recently designed and made endearing and surprisingly realistic jungle animals from junk materials which all closely resembled the preliminary designs. Their paintings and drawings are colourful and mature. Home corners, in each room, have different themes and during the inspection included a beach behind a magic curtain and a travel agent's shop; these stimulated interesting play. Regular singing and music sessions are carefully planned to promote children's ability to sing in tune, as well as to hear and repeat accurately simple rhythms. Children are accustomed to listening to music while they change for physical education. During the inspection this included African drumming in one room and *The Flight of the Bumble Bee* in another.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Overall, provision in English is **very good**.

Main strengths and weaknesses

- Standards of attainment at the end of Year 2 are well above national averages in reading and writing, and in speaking and listening.
- Pupils achieve very well in all aspects of English, with writing a particular strength.
- The teaching of English is very good overall, with good support for pupils of all abilities.
- The leadership and management are very good.

Commentary

49. At the time of the last inspection, pupils' attainment was above average overall, by the end of Year 2. Since then standards have been maintained, and in writing they have improved. The provision has been developed in a number of ways. Writing, with the associated elements of spelling and phonics, has been a focus for school development over the last two years; as a result there has been steady improvement in pupils' writing. The pupils' achievement in writing is now very good. There is no significant difference in attainment between boys and girls, or different groups of pupils.
50. The curriculum is very well planned; as a result the pupils achieve very well throughout the school, with pupils with special educational needs, particularly those with learning difficulties, continuing to make very good progress towards the targets set in their individual education plans. Pupils who speak English as an additional language are well supported and they achieve well. Overall, equality of opportunity is very good, with teachers ensuring that everybody is very well included and supported in all activities. The school identifies pupils who require additional support in literacy, and provides special classes for lower attaining pupils; this enables them to make good progress.
51. Speaking and listening skills are generally very good, and the teachers are good role models with clear pronunciation and use of language. The school promotes the development of writing skills very well. Teachers help pupils to use a range of writing approaches, including descriptive and instructional writing in other subjects, and imaginative texts linked to the 'Big Books'. For instance, Year 2 pupils wrote very good accounts as re-writes of the story '*Jamil's Clever Cat*', and wrote exciting stories from a given start about '*An extra-ordinary day*.' This was inspired by input from a local author. Most pupils in Year 2 can write well-punctuated and expressive passages, including correctly spelled and structured sentences. The attention that has been given to developing writing skills has had a significant impact on the pupils' work.
52. Pupils achieve very well in reading because of the commitment and enthusiasm of the staff in promoting this area of learning. Most pupils clearly enjoy reading and are keen to share books with one another. They have good opportunities to read from a range of texts in the literacy sessions, and they read aloud with expression. Books read by pupils during the time of the inspection show that standards are well above average. Pupils read with understanding and are taught to take note of punctuation so that they use expression well. By Year 2 they can discuss stories, recalling plots, and can make good predictions about what might happen next in a story.
53. The quality of teaching in English lessons is very good overall, and this is evidenced in the high standard of pupils' work. Within the sample of lessons seen, there was evidence of good and very good teaching. Teachers plan well, according to the National Literacy framework, making very good provision for different ability groups. Pupils are well supported and assisted in class. The pace of lessons is generally very good, and teachers have high expectations of the pupils. Lessons are well structured and both teachers and well trained classroom assistants give focussed support to pupils, according to identified targets. All teachers use the information they collect on pupils' progress effectively to help them plan future work. Assessment tasks are undertaken as required, plus additional interim assessments. This information is used well to monitor pupils' progress. The school tracks pupils' progress via 'continuity books'; these books are of a very good quality and they provide a clear picture of pupils' development over

time. Teachers set homework activities, including reading tasks, recorded in home/school diaries, to support the work in class. The use of information and communication technology is good and supports class-work well. For example, pupils were researching information about sea creatures, as part of a seaside theme, at the time of the inspection. Resources in this subject are good, and pupils have access to a wide range of fictional and non-fictional texts within the school libraries, and classrooms.

54. The work of the co-ordinator is very good; she has a very good overview of current provision and strategic planning for this subject. She has undertaken a wide range of monitoring activities, to inform clear areas for development. The co-ordinator has identified appropriate development objectives, and programmes to bring about ongoing improvement are in place. She has introduced innovations, such as the 'World Book Day', which have already impacted favourably upon pupils' motivation to read. She has ensured that all teachers have access to a wide range of well-organised resources, and that all concerned in the teaching of pupils are well trained in current developments.
55. Overall, these judgments represent an improvement on those reported after the last inspection.

Language and literacy across the curriculum

56. There are very good opportunities for pupils to extend and use their speaking, listening and reading skills in other subjects. This applies across the curriculum. The school promotes holistic learning, in which literacy skills are developed well in the context of themes. A very good example of this was in a Year 2 class in which pupils had undertaken research into the life of a painter, Raoul Dufy, who was also a focus in their art activities. This promoted good cross-curricular learning opportunities.

MATHEMATICS

Overall, the provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards attained by pupils are high, and pupils' achievement is very good.
- Teaching is very good.
- Teachers make very good use of the national guidance for teaching numeracy.
- Pupils show very good attitudes to their work and they are keen to do their best.

Commentary

57. In the 2003 national tests for Year 2 pupils the school's results were well above the national average. When compared with the results of schools with a similar proportion of pupils entitled to free school meals, the school's results were above the average for this group of schools. Inspection evidence, including the preliminary results from the 2004 tests, indicates even higher standards with more pupils attaining at the higher Level 3.
58. When pupils enter the reception class, their understanding of mathematical ideas are a little above that typically found for the age group. When the results of national tests for Year 2 for the last three years are taken together, the school's results are well above average. An examination of this data shows that pupils who are now in Year 2 have achieved very well during their time in the school. Those that entered school with lower than average standards are on track to attain the nationally expected level for their age group. Those that entered with above average attainment are now attaining at a secure Level 3.
59. The national guidance for developing pupils' skills in numeracy is being used to very good effect. As a result, the pupils are developing their understanding of number well. In Years 1 and 2, pupils are able to identify odd and even numbers and have great fun when they have to count using either odd or even numbers. Higher attaining pupils work out subtraction and addition sums with numbers up to ten and beyond, solving associated problems. For example, Year 2 pupils were able to calculate $43-16$ using a variety of methods. One pupil explained that it was possible to subtract 20 and then add 4. Pupils who have special educational needs make very good progress in mathematics, as do pupils who have English as an additional language; the school offers both sets of pupils very good support in mathematics lessons.
60. Overall, the teaching of mathematics across the school is very good. The very good quality of the teachers' planning was a significant factor in the teaching seen. Pupils were clear about what they were expected to learn and teachers asked probing questions to make sure that pupils understood new ideas. In a lesson in Year 2, higher attaining pupils were able to predict the sixth number in a sequence given the first two, and knowing that the rule was 'you add four'. The style of the teacher's questions helped all the pupils to look for a pattern in the sequence, before writing down an answer. Pupils made very good progress in the lesson. Other inspection evidence, including work in the pupils' books and teachers' planning, indicates that over the longer period of time teaching in mathematics is very good.
61. Leadership and management of the subject are very good. The subject co-ordinator has a very good understanding of the strengths and weaknesses in the subject. A detailed analysis of the results of the national tests in mathematics has been used well to rethink

how mathematics teaching should be organised in Year 2. Organising pupils into broad ability bands has been effective, and helped to increase the number of pupils who are now working at Level 3. These judgements represent an improvement over those reported after the last inspection.

Mathematics across the curriculum

62. Pupils make good use of mathematics as part of their work in other subjects, aiding their understanding of the ways in which mathematics can be used in everyday situations. For example, they use graphs and tables to record data in science, and they measure materials in design and technology. They successfully use information and communication technology to display mathematical data in graphical form.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Standards are well above average.
- Leadership and management are very good.
- Teachers place equal emphasis on all aspects of work in science.
- Teaching is good and ensures that pupils achieve well.

Commentary

63. There has been an improvement in standards over those reported after the last inspection. In addition, there have been improvements to the scheme of work with more emphasis being given to developing pupils' understanding of scientific investigation. Assessment procedures have been strengthened; this has resulted in higher standards. The results of national tests at the end of Year 2 have been at similar levels for several years with a high percentage of pupils attaining above the expected level compared to similar schools. Analysis of pupils' work confirms that virtually all pupils attain at the expected Level 2, and that the majority attain at the higher Level 3. Pupils' achievement is good: they enter Year 1 with understanding that is higher than that expected but leave Year 2 with even higher standards.
64. During the inspection, teaching and learning were good in all lessons seen. Teachers have high expectations that pupils will behave well and this creates an atmosphere conducive to working hard. Teachers ask challenging questions; this approach extends average and higher attaining pupils' thinking so that they make very good progress in lessons. Their answers spark further ideas and also help lower attaining pupils to understand the ideas under discussion. For example, in Year 1 lesson a teacher used a clear combination of questions and demonstration which led pupils to distinguish accurately between slight differences of 'push and pull' movements, and this resulted in good new understanding by everyone. Teachers encourage pupils to observe closely and put forward their own ideas; this maintains their interest and increases their levels of confidence. At the time of the inspection, new topics were being introduced in both year groups. Teachers used preliminary assessment of what pupils already understood about topics well, but the tasks given to pupils did not always take enough account of the assessment information. Topics are interesting so pupils want to listen and are keen to learn. Teachers make good opportunities for pupils to develop their literacy skills by regularly recording their ideas and discoveries. Regular use is also made of information and communication technology. Pupils use their mathematical skills for measuring and drawing graphs.
65. Pupils with special educational needs and those with English as an additional language make good progress in science. They are well supported in lessons. Pupils enjoy their

science lessons. In discussion they are keen to talk about investigations they have undertaken. They enjoy practical activities, but recognise the importance of developing their scientific knowledge.

66. Science is very well led. The co-ordinator is clear that maintaining high levels of attainment and enthusiasm is the school's main aim. Teachers are encouraged to work closely together. Assessment heightens teachers' awareness of their pupils' needs and achievements and is used increasingly effectively. Resources are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- Standards by Year 2 are at least average, and often above average.
- Leadership and management of the subject are very good.
- Staff are very confident when using technology.

Commentary

67. Pupils in Year 2 show standards in information and communication technology that are higher than those expected nationally for the subject. The Year 2 pupils are confident to explore the way in which computer programs can be used to enhance their work. For example, during the visit pupils were introduced to the use of CD ROMs. All the pupils quickly mastered the basic structure of the new aspect of the program, they quickly showed that they understood how to use a menu, and were able to find information about animals and plants on the seashore. Other inspection evidence, in particular an examination of pupils' work, shows at least average, and often higher, levels of attainment over all aspects of information and communication technology. Pupils are able to use a word processing program, know how to use simple spreadsheets and have used the computer to control different activities. Those pupils who have special educational needs make good progress.
68. It was only possible to observe three lessons when information and communication technology was being taught. In two lessons teaching was very good and in the third it was good. Teachers are very confident when using computers, and this confidence helps pupils to explore aspects of their work and to realise that it is possible to make mistakes without '*crashing the machines*'. Other inspection evidence, including the teachers' planning, indicates that over the longer period of time, teaching is good.
69. The school has deliberately sited computers in each classroom; this approach is effective as it enables pupils to relate work in information and communication technology to work in other subjects. The number of computers in the school is barely adequate. The lack of space in classrooms, particularly in the temporary classrooms, makes it difficult to increase the number of machines, overall. The school has a range of other resources that are used to good effect to help pupils understand how technology can enhance their lives. For example, simple programmable toys are used well to help pupils develop ideas about angles and turning.
70. The member of staff responsible for managing information and communication technology has a very good grasp of the subject, and as a result it is well led and managed. The staff are encouraged to develop their skills and understanding of computers and their uses. These

judgments show an improvement in provision and attainment from those reported after the last inspection.

Information and communication technology across the curriculum

71. Information and communication technology is being used well to support work in a number of subjects including English, mathematics and science. The staff are aware of the need to further extend this aspect of information and communication technology provision, so that it can be fully used to develop all aspects of pupils' learning.

HUMANITIES

Work in the humanities was not a focus of this inspection. Work in geography, history and religious education was sampled. There is, therefore, insufficient evidence to make judgements about the overall provision in these subjects.

72. In **geography**, standards are above those expected for Year 2. Pupils in Year 1 have a growing awareness of their local area and express clear views on what they like and dislike about it. They have used information and communication technology to reinforce their understanding of directions, plans and maps. This knowledge has been well extended in Year 2 by work on plans of the school and its grounds and use of the world map to identify where Tocuaro is. Pupils have a clear understanding of its main features and have compared life there to theirs here. They have used their mathematical knowledge to produce graphs of visits they made during the school holidays. The visit to school by two Africans inspired detailed work about the continent of Africa, using pupils' literacy skills well.
73. Analysis of work completed by pupils in **history** indicates that they have a good basic understanding of the way life has changed over a period of time. Pupils in Year 1 visited a Victorian classroom, had fun dressing up and became knowledgeable about ways in which their great grandparents' experiences in school differed from their own. Pupils in Year 2 have studied changes in seaside holidays between a hundred years ago, fifty years ago and now. They have used their literacy skills very well to write lively and detailed accounts about the Great Fire of London and Florence Nightingale.
74. In **religious education**, inspection evidence indicates that standards are in line with the expectation set out in the locally agreed syllabus. It is clear that the values of religious belief play an important part in the life of the school, and that pupils are encouraged to use these in their everyday lives. The majority of the work in religious education takes the form of discussions; there is very little written evidence, this approach is sensible with this age group. Because of the way the school's timetable is organised, only one lesson was observed in religious education, in this lesson teaching was good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This aspect of the school's work was not a focus of the inspection. Art and design, design and technology, music and physical education were sampled. It is not possible to give a judgement on provision in individual subjects.

75. Two lessons in **art and design** were seen, and these indicated that very high standards were being promoted. This was reinforced by the evidence of pupils' work on display and in portfolios, which were outstanding for this age group. The teaching and learning are based upon a good scheme of work. There is a very impressive range of work on display, in which pupils experience a range of media, and learn a range of techniques. They have worked with a visiting specialist, to their benefit, and been involved in a number of special events. Year 2 were creating very attractive mixed media seascapes, including batik tempura, linked to the seaside project. Pupils enjoy this area of learning and achieve very well.
76. No lessons were observed in **design and technology**. However, a scrutiny of the work on display around the school and in pupils' folders and books indicates that standards in

design and technology are above average in Year 2. This is a similar judgement to that reported following the last inspection. In Year 2, pupils have made cases to hold sunglasses; the work on display shows that pupils were involved in the full design and making process, and the finished articles are of a good quality.

77. The limited evidence available in **music** indicates that standards are above average. An assembly was seen, when the singing was tuneful and expressive. In the one lesson seen in Year 1, pupils were learning well about notation and composition and there was very good scope for experimentation with a range of instruments. Resources are good, and the school is reviewing the scheme of work next year. There is evidence of a dynamic and enjoyable curriculum, in relation to school productions and extra-curricular activities.
78. Only one lesson was seen in **physical education**. This was a gymnastics lesson; the teaching was very good and pupils made very good progress.
79. The limited inspection evidence indicates that leadership and management of these subjects are good. Resources are generally good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

80. Pupils follow a well-planned programme of personal, social and health development, including citizenship. Only one lesson was seen in this area of the school's work and so it is not possible to make a secure judgement about overall provision. In the lesson observed, Year 1 pupils were discussing their feelings about their health and being ill; they showed a good understanding of the need to consider each other's feelings when they were poorly. Personal development is seen as an important feature of the school's work and teachers take every opportunity to give pupils responsibility, to encourage self-confidence, and to encourage pupils in a safe and healthy lifestyle. The programme includes work on diet and health, and is well supported by visits from outside agencies. Although the school does not have a school council, it does have a playground committee. This group of pupils can explain how they were involved in designing the school's play areas, so that different games can be played without interrupting each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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