

INSPECTION REPORT

OLD BASING INFANT SCHOOL

Basingstoke, Hampshire

LEA area: Hampshire

Unique reference number: 116039

Headteacher: Mrs V. A. Cottrell

Lead inspector: Mr. M. Massey

Dates of inspection: 17–20 May 2004

Inspection number: 257078

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4–7 years
Gender of pupils:	Mixed
Number on roll:	259
School address:	Milkingpen Lane Basing, Basingstoke Hampshire
Postcode:	RG24 7DL
Telephone number:	01256 325704
Fax number:	01256 364475
Appropriate authority:	Governing body
Name of chair of governors:	Mr J. Gurr
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Old Basing Infant School has 259 pupils on roll. Most pupils come from owner-occupied homes in the village and surrounding area and many of the parents are from professional backgrounds. Pupils are predominantly of white British heritage with a few pupils from other ethnic backgrounds, none of which make up more than two per cent of the school population. At present there are no pupils at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is below average. Around 13 per cent of the pupils are identified as having special educational needs, which is also below average. The main area of difficulty for these pupils is speech and communication. There is no significant pupil mobility. The school is part of the Healthy Schools Initiative and has succeeded in gaining Investors in People status. Overall, attainment on entry is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23785	Mr M. Massey	Lead inspector	English as an additional language Foundation Stage Science Physical education Religious education
14214	Ms G. Smith	Lay inspector	
32151	Ms J. Kendall	Team inspector	Special educational needs English Art and design Design and technology Music
20776	Mr R. White	Team inspector	Mathematics Information and communication technology Geography History

The inspection contractor was :

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Old Basing Infant School is a very good school with some outstanding features. It gives very good value for money. The school is very well led and managed. Teaching is good and often very good or excellent. Pupils achieve well and standards are well above average. There is a very high quality curriculum and pupils' attitudes and behaviour are excellent.

The school's main strengths and weaknesses are:

- The headteacher, with the support of staff and governors, gives very clear leadership, and has an excellent vision of how the school should develop.
- Teaching in the Reception classes and in English is very good.
- High standards have been maintained since the last inspection.
- The lively and stimulating curriculum contributes well to pupils' learning.
- Pupils have an excellent attitude to their work.
- The support for gifted and talented pupils is not yet fully in place.

Since the last inspection in June 1998 the school has improved well. The key issues have been successfully addressed: a building programme has improved facilities, communication and the use of resources; and high standards have been maintained.

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*	A	A	A
Writing	A	A	A	B
Mathematics	A	A	A	A*

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

Pupils achieve well. Pupils enter the school with above average attainment and achieve standards that are well above average in reading, writing and mathematics when compared to schools nationally. The table above shows that in 2003 standards in mathematics were in the top five per cent nationally, when compared to similar schools. The present group of pupils in the Reception Year are achieving excellent standards in personal and social education. In communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development most children have already achieved the standards expected at the end of the Reception Year. Pupils in Years 1 and 2 are achieving well. The high standards of the previous year are being maintained with standards for pupils in Year 2 being well above average in reading, writing and mathematics. There was a slight dip in standards last year because the results of assessments in one Year 2 class were below the expected level. The school put additional measures in place to ensure that standards rose this year and these have proved to be very successful. Standards in science are well above average, with a particular strength in pupils' investigative work. In religious education the expectations of the locally agreed syllabus are met. Although the school has started a number of initiatives to support gifted and talented pupils these initiatives are not yet fully in place. As a result gifted and talented pupils are not always sufficiently challenged. Pupils with special educational needs make very good progress and many of them are on course to achieve the nationally expected standards by the end of Year 2.

Pupils' spiritual, moral and social development is very good overall. Their moral and social development is excellent due to the very high expectations and support given by staff. This leads pupils to have excellent attitudes to their work. Attendance and the behaviour of pupils are also excellent and pupils' punctuality is very good. Parents support the school very well in these areas.

QUALITY OF EDUCATION

Overall the quality of education is very good. Teaching is good overall. Teaching in the Reception classes and in English in Years 1 and 2 is very good. Teaching is never less than good. This leads to pupils achieving well and attaining standards that are well above average. The very good teaching in English has enabled the school to improve standards of writing well over the last year. This has been a priority for the school. Teachers have high expectations of pupils' good behaviour and pupils live up to these expectations. Pupils try hard and classrooms are very good learning environments where hard work is rewarded and appreciated by staff and pupils. The co-operative approach to planning leads to a consistency across classes and clear understanding between teachers and pupils of what is expected. Some very good assessment practice in English helps pupils to improve their work. Marking in other subjects does not always tell pupils how they can improve.

The curriculum is very good. Links between subjects are having a positive impact on standards as pupils can practise their skills in a wide variety of lessons. The very good use made of visits and visitors succeeds in engaging pupils' interests and stimulating them to learn. Excellent induction arrangements for young children enable them to settle in quickly and achieve well. Parents provide excellent support for their children's learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very strong leadership. She has an excellent vision of how the school should develop and has successfully transmitted this to the staff. With the support of the deputy she has succeeded in forming a cohesive and effective staff team who share common goals and aspirations. The headteacher and senior staff provide excellent role models. The senior staff have clear leadership and management roles and they exercise their responsibilities very well, monitoring the quality of teaching and learning in their subjects effectively. This area of responsibility has improved very well since the last inspection. The governing body is very good. They have developed very effective systems for gaining information about how effective the school is through their visits, discussions on standards and the work of the committees. They have an excellent knowledge of the strengths of the school and clear views about how they would like it to improve. They have a good relationship with the headteacher and provide both support and challenge. Finances are very well managed and this, together with a clear view of development and excellent forward planning has enabled a new classroom to be built. This has improved facilities for the children in the Reception Year and had a positive impact on planning and the use of resources.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very positive view of the school, feeling that the school is well led and managed and that their children make good progress. Pupils are generally very positive about the school saying that teachers were fair and that there was an adult in school that they could turn to for help. Some pupils said that they would like more help when they were stuck, but in the lessons seen help was readily available to pupils.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Ensure that support for gifted and talented pupils is fully in place and that these pupils are challenged across a range of activities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the time pupils leave the school in Year 2 they have achieved well. Standards in English, mathematics and science are well above average.

Main strengths and weaknesses

- Children in the Reception classes achieve well.
- Pupils make good progress and attain very high standards in English, mathematics and science in Years 1 and 2.
- Pupils with special educational needs achieve very well.
- Gifted and talented pupils are not systematically identified and challenged.

Commentary

1. Children in the reception classes achieve well overall. In personal, social and emotional development they achieve very highly. This is due to the excellent systems that are in place for promoting independence and choice within a supportive structure and the consistent approach from teachers and teaching assistants. In all the other areas of learning children achieve well. In communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development the vast majority of children have already reached the standards expected by the end of the year. These standards are being attained due to the very good planning and consistently very good teaching across the three classes. The work of the Foundation Stage co-ordinator is a driving force for achieving and maintaining high standards.

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

Standards in:	School results	National results
reading	17.6 (18.0)	15.7 (15.8)
writing	15.8 (15.7)	14.6 (14.4)
mathematics	18.6 (18.5)	16.3 (16.5)

There were 90 pupils in the year group. Figures in brackets are for the previous year

2. In national tests in 2003, standards in mathematics were in the top five per cent when compared to similar schools; standards were well above average in reading and average in writing. Compared to all schools, standards were well above average in reading, writing and mathematics. Over the past four years standards have consistently been above, and often well above, the national average. There is no significant difference in the attainment of boys and girls.
3. By the time they leave school in Year 2 pupils are attaining standards that are well above average in English, mathematics and science. This successfully builds on the work done in the Reception classes. Pupils achieve well in lessons. The small dip in writing standards that was apparent last year has been successfully addressed and standards have risen for the present group of children in Year 2. The very good use of assessment in English is helping children to have a good understanding of how they can improve their own work and is therefore impacting well on standards. In mathematics, challenging mental sessions and lively questioning by teachers keep pupils engaged and successfully promote high standards.

The strong emphasis on number work and problem solving means that these areas of mathematics are particular strengths. In science, pupils have very good investigative skills due to the emphasis placed on this aspect of work by the school. Pupils record the results of their investigations very well.

4. Pupils are enthusiastic about information and communication technology. The available evidence indicates that standards are above average and pupils use their skills well to support learning in other areas such as science and art. In religious education, pupils are meeting the expectations of the locally agreed syllabus. They have a good knowledge of Christianity and are beginning to understand the differences and similarities between different religions.
5. Pupils with special educational needs are very well supported and make very good progress. The vast majority of these pupils are on course to achieve the nationally expected standards for children at the end of Year 2. They are very well supported by the way staff work towards the very clear targets on pupils' individual education plans. During the inspection the team found that higher attaining pupils were challenged during lessons, as was evident in the Year 2 national test results. However, more work needs to be done to recognise and motivate the gifted and talented pupils in the school. The headteacher and governing body recognise this and have started to develop a strategy for challenging and supporting these pupils but this is not yet having an impact on the majority of them.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are excellent. Attendance is excellent. Punctuality is very good. The provision for moral and social development is excellent. Provision for spiritual and cultural development is good.

Main strengths and weaknesses

- High quality personal development promotes thoughtful, considerate and well-mannered children who are socially aware and confident in their abilities.
- Behaviour is of a consistently high standard in lessons and around the school.
- Pupils are very keen to learn; they think creatively, concentrate on their work and are productive.

Commentary

6. Teachers have very high expectations of pupils' behaviour and this can be seen in lessons, where pupils' concentration levels are high. Teachers emphasise collaborative working and mutual support. Pupils respond to this approach well; they are co-operative and can remain on task without direct adult supervision. Occasional, minor lapses in concentration or misunderstandings are dealt with sensitively, with the minimum disruption. This was demonstrated well in a drama lesson where over enthusiasm got the better of a few pupils. They were reminded of the expectations and quickly refocused their attention.
7. In the playground, pupils initiate traditional collaborative games, play well together and have excellent relationships with each other and supervisory staff. They enjoy playtimes and feel safe and secure.
8. Pupils have a strong desire to learn. Discussion with pupils established that they respect their teachers and like coming to school. They enjoy learning and are keen to find out about new topics and extend their learning. This is reflected in the parent and pupil questionnaires and was constantly reinforced through lesson observations. In an excellent maths lesson, pupils were encouraged to embark on increasingly difficult calculations, adding consecutive numbers. They showed tenacity in looking for solutions and joy at their success. The school is rightfully proud of its pupils who are thoughtful, considerate and well-mannered children who embark on new learning with confidence.

9. Provision for moral and social development is excellent. Pupils have a strong sense of right and wrong. Pupils in Year 2 are able to express views on school issues and all pupils uphold school codes of behaviour. They show respect for the feelings of other pupils and for the environment. Moral and social development is enhanced through personal, social and health education and circle time, when pupils sit together to discuss issues that are important to them. Spiritual development is successfully promoted in assemblies and religious education, where pupils are encouraged to reflect on their beliefs. Cultural development is promoted through study of different religious traditions and through art and stories from different cultures. Pupils are suitably prepared for life in a culturally diverse society.
10. Attendance is excellent, reflecting the strong commitment of parents to their children's education and the quality of the school's procedures to promote attendance. Pupils are punctual and are welcomed into school at the start of the day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.0	School data	0.1
National data	5.4	National data	0.4

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

Exclusions

No pupils were excluded from the school during the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good.

Teaching and learning

Teaching and learning are very good in the reception classes. In Years 1 and 2 they are good overall, with a high proportion of very good or excellent lessons. Assessment is good.

Main strengths and weaknesses

- Very good teaching results in very high standards by the time children leave the Reception Year.
- There is some very good and excellent teaching in English.
- Teaching in Years 1 and 2 is never less than good.
- Teachers' planning is very good.
- Teachers expect pupils to behave well
- Pupils concentrate hard and achieve well.
- Marking, in subjects other than English, does not always tell pupils how they can improve.

Commentary

Summary of teaching observed during the inspection in lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	8	11	0	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.

11. The Foundation Stage co-ordinator has succeeded in forming a very effective staff team in the three reception classes. She has implemented a consistent approach to planning and the use of resources that is having a very beneficial impact on children's learning. Clear routines have been established and this gives children confidence when selecting activities. Teachers' questioning is good and they have very good relationships with the children. This means that children are not afraid to ask questions if they are unsure, or try new things. The children are receiving a good introduction to the approaches of the National Numeracy and Literacy strategies and this is preparing them well for moving up to Year 1. The children have very good listening skills and they concentrate very well on what the teacher is saying. Because of this they have a clear understanding of what is expected when they move on to group activities. Teaching assistants give very good support to pupils. They are involved in the short-term planning so know exactly what is expected. Their work has a very positive impact on children's learning.
12. Very good leadership of the subject, a school-wide focus on improving writing and high quality use of assessment and marking make teaching in English very good and sometimes excellent. Very good planning both in English and across other subjects is an important factor in pupils' learning, with teachers constantly aware of the need to promote speaking and listening, as well as writing skills, in subjects like science and history. This focus on spoken language starts in the Reception classes and has a big impact on improving pupils' vocabulary, which in turn helps them to improve their writing. Teaching is often imaginative and pupils are encouraged to share their thoughts in order to refine them before writing. The use of personal targets for improvement and informative marking give pupils a good understanding of what they need to do to improve their work further.
13. Consistently good teaching in Years 1 and 2 successfully promotes good learning. Marking and assessment in science and mathematics are not as supportive as they are in English. This is because priority was given to improving writing on a school-wide basis last year. The school is aware of the need to bring mathematics and science in line with English. Teachers insist on high standards of good behaviour and this means that pupils can work undisturbed and consequently make good progress in lessons. The strong emphasis on number work and the brisk pace are features of the very good lessons in mathematics. In science, the focus on investigations has given pupils a very clear understanding of how to set up a fair test and record their findings.
14. Teachers' planning is a strength. Good links are made across subjects so that learning is continually reinforced for pupils. Subject co-ordinators have had a significant impact on curriculum developments through their influence on planning. They have reviewed teaching and learning in their subjects and modified planning extensively to further improve standards across the school. Planning is consistent across year groups and shows progression through the school. Subject co-ordinators monitor this on a regular basis. Ways of developing, for example, English and mathematical skills are identified in subjects like history and science. This benefits pupils' learning by allowing them to practise their skills across a range of activities. This approach has had a very positive impact on writing.
15. Because the curriculum is interesting and often exciting pupils are very well motivated. They are enthusiastic learners, listening well and eager to contribute to lessons. Learning is important to them and parents support this attitude and the efforts of the school in this direction. Parents play an important and positive role in the learning of their children.

The curriculum

The school provides a very good range of curricular opportunities. The enrichment of the curriculum is very good.

Main strengths and weaknesses

- The school is making very good progress towards developing exciting and stimulating links between subjects.
- All children have full access to the whole curriculum.
- There is a very good range of visits and visitors to enrich the curriculum.
- Learning resources, including those for pupils with special educational needs, are very good.
- The school is very well maintained, providing an attractive and stimulating environment.
- Library space is cramped.

Commentary

16. The curriculum engages pupils' interests and caters very well for their needs. The school is making very good progress towards the development of a cross-curricular approach which reflects the good practice promoted within the national 'Excellence and Enjoyment' initiative. This approach particularly reflects a strong emphasis on developing pupils' creativity.
17. Very good use is made of educational visits and visitors to enrich the learning experiences of the pupils. In science, the Year 1 pupils visited Bramley Frith for pond dipping activities and Year 2 visited Milestones Museum as part of a history focus on transport. During the inspection, Year 2 visited St Mary's Church where they were introduced to different aspects of worshipping in a 'holy place', by Father Andrew. Parents agree that there is a good range of activities that their children find interesting and enjoyable. All pupils have full access to the whole curriculum.
18. Planning is based on national guidance, is clear and ensures that all curriculum areas receive the right emphasis. There are particular strengths in planning for English and mathematics, which make a strong contribution to the very high standards reached by the end of Year 2.
19. Provision for pupils with special needs is very good. They are well supported in lessons by teachers and through the effective deployment of learning support assistants who are highly valued by the school. Learning resources, including those for special needs pupils, are very good. As a result of appropriate support, pupils with special educational needs make very good progress. The school fully meets the Code of Practice for special educational needs. Gifted and talented pupils are not yet consistently challenged.
20. The headteacher makes very good use of teaching and support staff with particular qualifications and experience to meet curriculum requirements.
21. The buildings and resources allow the curriculum to be taught effectively. The school is very well maintained and classrooms provide an attractive and stimulating learning environment for pupils. A particularly impressive improvement has been made in the Reception classes with the addition of a new classroom. This has also made a very good impact on teaching and learning in the whole school because year groups are now based together allowing greater opportunities for the sharing of good practice between staff. The school is making good progress towards improving information and communication technology facilities. However, library space is cramped and this limits class access to the library.

Care, guidance and support

Arrangements to ensure pupils' care, welfare and health and safety are very good. The school provides good support, advice and guidance and involves pupils well in its work and development.

Main strengths and weaknesses

- Excellent induction arrangements enable children joining the reception class to settle in quickly and achieve well from the moment they arrive.
- The school looks after its pupils very well; health and safety and child protection procedures are comprehensive and effective.
- Pupils trust the adults in the school and are confident they would be able to confide in them, should any difficulties arise.
- Teachers provide good personal and educational support, advice and guidance.
- The school actively encourages pupils to voice their views and acts on their suggestions and preferences whenever possible.

Commentary

22. The strengths in care, support and guidance noted in the last report have been maintained and the standard of care continues to be well above average. Child protection and health and safety procedures are thorough and members of staff fully understand their responsibilities.
23. Parents attending the pre-inspection meeting spoke very highly of the support given to children when they join the reception class. Inspectors agree; induction arrangements are very carefully planned and they are exceptionally effective. For example, incoming children can visit the reception class several times before they actually enrol and every family is always offered a home visit. In addition, there is close contact with the main contributing pre-school groups and teachers provide useful guidance on matters such as how to develop children's early handwriting. Members of staff from reception and the pre-school groups also visit each other and sometimes swap places for morning or afternoon sessions. This dovetailing of provision helps to ensure that new children are very well prepared for starting school and this helps them get off to a very good start in their education.
24. During discussions, pupils say that they really like their teachers and are confident they would feel able to ask them for help or advice, should the need arise. Parents agree and six out of seven of those who returned their pre-inspection questionnaire indicated that they find the school to be very approachable. Extra-curricular clubs are very popular and they provide informal opportunities for adults and pupils to get to know each other.
25. Procedures for tracking pupils' personal and academic development are thorough and the information obtained is put to good use. The system of providing pupils with specific targets for improvement is especially well developed in English. Individual targets are not provided to the same extent in other subjects such as mathematics and science.
26. The school is interested in what pupils think and teachers encourage them to voice their opinions and to make suggestions. Indeed, there are plans afoot to introduce a school council and this is intended to provide a more formal forum for discussion. In the meantime, however, pupils are confident and very articulate. Knowing that their comments will be well received, they express their views during informal conversations, circle time or class discussions.

Partnership with parents, other schools and the community

Links with parents and the community are very good. Links with other schools are good.

Main strengths and weaknesses

- Links between the school and parents are very effective; parents provide excellent support for their children's learning.
- Parents receive very detailed information about the curriculum and the progress their children are making.
- Links with the community are very good; they enrich the curriculum and promote pupils' personal development very well.

- The school actively seeks parents' views and responds to their suggestions or concerns very promptly.

Commentary

27. Links between the school and parents are very close and mutually supportive. Parents hold the school in high esteem and they are very interested in their children's education. They are keen for them to do well and do their very best to help. They ensure that their children attend school very regularly and that they are in a good frame of mind for learning. Most of the parents also abide by the school's wishes and avoid booking holidays during the school term. Their children's excellent attendance helps them to work at a standard that is well above average. Parents also offer generous financial support and the various activities organised by the school association are very well attended. Significant sums of money are raised to provide, for example, additional learning resources and play equipment. Many parents also help during the school day, with practical issues such as helping pupils to get changed before and after swimming.
28. Parents receive regular newsletters and these contain plenty of useful information about day-to-day school life. In addition, each half term, they also receive details of the work their children will be undertaking, along with tips on how to help at home. This puts parents in a very good position to reinforce the work their children are undertaking at school. There are also two formal consultation evenings each year and alternative arrangements are made to see those who cannot attend. Links with parents of pupils with special educational needs are especially close and their attendance at annual review meetings is very good.
29. Links with the local community are very close. A wide range of visitors contributes to school life and members of the police and fire services visit to tell the pupils about their roles in society. Links with St Mary's Church are strong and pupils visit local sites of interest, such as Old Basing House. The school is keen to strengthen links with the receiving junior school and has made a good start by participating in a scheme whereby pupils in Years 2 and 3 write to each other. This contact helps pupils to make new friends and to get off to a smooth start when they transfer to their new school at the end of Year 2.
30. The school actively seeks parents' views and encourages them to be open and frank if they have any suggestions or concerns. In order to gauge parents' views more widely, the school recently circulated a questionnaire. This showed that parents are very pleased with the work of the school and there is very little they would like to change. Their very positive views were backed up by analysis of the pre-inspection questionnaire. Almost nine out of ten of those who responded are pleased with the way in which the school listens and responds to their suggestions or concerns. Whenever possible, parents' views are acted upon and several have been incorporated into the school improvement plan.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher, deputy headteacher and other senior staff are very good. They are well supported by a very effective governing body.

Main strengths and weaknesses

- The headteacher provides very strong leadership and she has an excellent vision of how the school should develop.
- Senior staff, including the deputy headteacher, fulfil their responsibilities very well.
- The governors are very well informed, have an excellent knowledge of how well the school is doing, and provide a high degree of support and challenge to the headteacher.
- Excellent forward planning has a very positive impact on learning.

Commentary

31. The headteacher has a total commitment to improving the present very high standards in the school in the context of an exciting and challenging curriculum. She has embraced the philosophy of curriculum innovation as a means of developing pupils' English and mathematical skills through subjects such as drama and science. This is having a positive impact on teaching and learning through the review of subject planning, resulting in stimulating lessons that pupils enjoy. There has been a significant turnover of staff in the last few years and the headteacher, with the very able support of the deputy, has successfully created a very cohesive and committed team who enjoy their work. She has an excellent vision for the school. She has transmitted this to the staff and empowered them to be innovative in their approach to learning. As a result they are not afraid to try new things. Staff are encouraged to develop professionally and there is an effective system for monitoring the performance of all staff. The headteacher has put excellent structures in place to support senior staff in their roles as leaders.
32. Subject co-ordinators and year leaders have a very clear idea of what goes on in their areas of responsibility. This is because they are given sufficient release time from everyday teaching to visit other classes and look at pupils' work. After looking at lessons they give feedback to staff on how they can improve their teaching as well as using the information to develop learning across the whole school. They monitor the progress of individual pupils through the regular use of assessments as well as looking at pupils' books and talking to groups of pupils about their work. The co-ordinated approach to planning, which is the responsibility of year group leaders and subject co-ordinators, ensures a consistent approach to teaching and curriculum access across the school. The headteacher and senior staff provide excellent role models for other staff and pupils through their thoroughly professional and caring approach.
33. The governing body is very well informed about what is happening in the school and has an excellent understanding of the strengths and weaknesses of the school. Governors receive good information from the headteacher and subject co-ordinators who give presentations at their meetings. Through discussions of national test results they know how well pupils are performing academically. This information is supplemented by a rigorous system of governor visits to see what is actually happening in classes. Written reports to the whole governing body follow these visits. Governors are clear about the strengths of the school and where they would like to see developments. They have an open dialogue with the headteacher, asking appropriate questions and providing strong support, when required. The various committees function very efficiently, saving time at full governors meetings. This is a very good governing body which holds the school to account for its performance.
34. The school has a very good system of involving all staff and governors in the setting of priorities for the school improvement plan. This gives the opportunity for everyone to share fully in the school vision. The decision to build a new Reception classroom, using money from a variety of sources gives a good illustration of how excellent forward planning has had a positive impact on teaching and learning in the school. This development has enabled classes to work co-operatively and share resources effectively. It also means that year group leaders can monitor informally because they now work in close proximity to teachers in their team. Further planned developments to the library show that the school is continually searching for improvement. Finances are well managed and evaluations carried out on developments linked to spending. The deficit carry forward for the present year will be wiped out through the next capital grant, which was used to complete work on the new Reception classroom. The school applies the principles of best value effectively.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	744,437
Total expenditure	750,177
Expenditure per pupil	2,917

Balances (£)	
Balance from previous year	74,409
Balance carried forward to the next	-5,720

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision is **very good**. The Foundation Stage co-ordinator provides clear and strong leadership. She has succeeded in establishing a very good team who share the same goals and ambitions. The system that she has established for planning is very good. It ensures that all three classes deliver the same curriculum and therefore all children experience the full range of activities. The record keeping and assessment systems enable staff to keep a careful track of children's progress, with the use of the new Foundation Stage Profile developing well. The shared use of resources by the three classes, including the outside area, ensures that equipment and space are used to best advantage to promote learning. The very good co-operation between teachers and teaching assistants has a very positive impact on children's learning. High standards have been maintained since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- Teachers' planning gives children choices.
- Children behave sensibly and co-operate well.
- Staff have very high expectations of the children.

Commentary

35. A wide variety of activities are available to children throughout the day. Teachers plan so that there is a mixture of taught and free choice activities. Children are very aware of routines and they move around the Foundation Stage area very confidently. The activities wheel and planning board used by all teachers are fully understood by the children who know exactly which activities they can access at any time and they register themselves for the activities on the appropriate recording stations. Children are given free choice of materials for many activities and in the outside area they have a free choice of activities. Children select materials sensibly, cutting and gluing independently and without interfering with others. They play together sensibly and enjoy their own mini games of football or hockey. Behaviour both inside and outside the classroom is excellent. Staff expect children to behave well and have established a consistent approach throughout the three classes. Teaching assistants fully subscribe to the positive but firm line and children respond well. Because routines and expectations are so clear children feel very secure and confident. This is achieved in a caring environment where very good relationships are established between staff and children. Children are already achieving the goals expected at the end of the Reception Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress in their reading and writing.
- There are very good opportunities for children to develop their communication skills.

Commentary

36. There is a very good mixture of formal teaching to develop specific skills and free-choice activities to allow children to practise what they have learned. Formal teaching sessions last for around 15 minutes and children maintain their concentration very well for this amount of time. Many children know the difference between fiction and non-fiction books and they are happy to join in some shared reading activities with the teacher. Children are developing a good knowledge of the sounds that letters make and they are using this information to help them to read. Lower attaining children know many of the single sounds of letters and they are beginning to form letters accurately in their writing, although some of them are not yet spacing words correctly. Higher attaining children are forming their letters well, spacing words correctly and making up their own sentences when they write. Many of the children have an excellent vocabulary and reply to questions with sensible answers. They are good at asking their own questions, too! Children are successfully encouraged to develop their skills further in activities that take place in the writing area and during creative play as well as through the use of computer programs. The large majority of children are already achieving the expected goals for the end of the Reception Year.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are developing a good knowledge of number.
- Teaching is very good.
- Children have a very good attitude to learning.

Commentary

37. There is a good mixture of whole-class and independent activities. Children are prepared well for work in Year 1 by the whole-class work which follows the pattern of the National Numeracy Strategy. This has been adapted very well to suite the needs of younger children through shorter sessions, followed by small group supervised activities. This approach gives children a very good understanding of numbers and many children are confident dealing with numbers up to 20. Children are eager to respond to questions in the whole-class sessions and they show a real interest in their number work. Other activities such as the shop encourage them to use their mathematical skills in a variety of situations. Higher attaining children are developing their understanding of subtraction well, taking 2 away from 20 in their heads. Other children understand the meaning of 'more than' and 'less than' and can often work out what '1 more' than will be. The vast majority of children can count in 1's to 22 and backwards from 12. With the help of a number square they can count in 10's to 100. Children are developing a good concept of weight by estimating, then weighing different sizes of plastic animals. They are very accurate when using the scales. The majority of children have already reached the expected goals for this age group.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are developing a good understanding of the natural world.
- Resources are used very effectively to promote learning.
- Children really enjoy their work.

Commentary

38. The reception classes adopt a themed approach to learning which includes this area of learning in many of the other activities. This constantly reinforces the children's knowledge and skills and encourages them to improve their knowledge across a range of areas such as mathematical and creative development. Children know the difference between farm and wild animals. They know that farmed animals live in certain types of shelters and that animals are born in different ways, for example by hatching from an egg. Children have grown beans and observed how they have changed by using magnifying glasses for closer inspection. Computers are used constantly to reinforce learning and children enjoy the mathematical, language and art programs that are available. They are confident computer users, handling the mouse skilfully and manipulating the programs successfully on their own. The curriculum organisation, linking a variety of activities together, allows children to develop their understanding and the trip to the local farm park caused great excitement. Children are already achieving the expected goals.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children use the outdoor area confidently.
- Teaching provides good challenge and support.

Commentary

39. Children really enjoy using the outdoor area to develop their physical skills. There is a very good range of equipment and children are encouraged to be adventurous and make their own choices. They are well supervised but not inhibited in their choice of activity. Co-operative skills are being developed well through the small team games that many children choose to play. Children are very well behaved when using the outdoor area and this means that the less physically confident children feel safe to try out various activities. Children have been taught how to hold pencils correctly and when they are cutting and gluing they use scissors and other equipment safely and accurately. The vast majority of children have achieved the goals expected by the end of the year.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged to use their own initiative and imagination.
- There is a good range of activities available to encourage children's creative development.

Commentary

40. A number of the creative activities seen during the inspection were related to the animals topic. Children, therefore had a firm basis for exploring the possibilities of various materials. They model animals out of clay, make homes for them using a variety of materials and produce some very good pictures of animals. They enjoy dressing up in the role play area and make very good shopkeepers. During many of these activities they use their speaking and listening skills to good effect, particularly their speaking skills! There was little time during the inspection to look at this area in detail but the available evidence indicates that many children are already achieving the expected goals.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average.
- Changes in the approach to teaching writing are having a positive impact on standards and the quality of presentation.
- Speaking and listening skills are promoted well in all subjects.
- Teachers make lessons exciting by using a range of stimuli and approaches.
- Good marking and use of personal learning targets help pupils to know how they can improve.
- Leadership and management are very good.
- Opportunities to link learning in literacy and other subjects are used effectively.

Commentary

41. Stimulating teaching promotes well above average standards in all aspects of English. High standards in reading have been maintained. A well-stocked, well-managed library supports research and reading for pleasure. The school has successfully addressed the small dip in standards of writing last year at the end of Year 2. An analysis of current writing across all subjects shows that standards are consistent and pupils are making good progress.
42. Very good management of the subject has led to good improvement since the previous inspection and key issues have been addressed. The pupils' writing style has been improved through the introduction of a cursive script and an emphasis on presentation. Teaching approaches have been developed to promote greater independence and creativity by pupils.
43. Standards in speaking and listening are high due to the emphasis placed on developing these skills in all subjects. Teachers develop vocabulary through introducing and explaining words in context. For example, pupils are encouraged to work *systematically* in maths; one pupil explains the meaning of *unique* in assembly, another explains the meaning of *abstract* in an art lesson. Pupils are articulate and confident when talking with other pupils and adults. Active listening is expected at all times. Pupils in Year 1 can follow instructions enabling them to work independently. In Year 2 pupils listen to the views of others and can give reasons for a point of view. Pupils read confidently and higher attaining pupils are beginning to read expressively to add interest for listeners.
44. Teaching is very good across Year 1 and Year 2 with some excellent practice seen in both year groups. Learning is made enjoyable and vivid through the use of interactive teaching approaches which appeal to a range of learning styles. In an excellent Year 2 lesson, pupils recalled prior learning about the Great Fire of London using mind-mapping, sound effects were used to stimulate the imagination and paired talk enabled pupils to rehearse their writing and share ideas. The result was some very high quality poetry, rich in vocabulary and expression. In Year 1, visual aids and talk are used to good effect.
45. Assessment aimed at helping individual pupils to learn is promoted well in English. Marking is informative and pupils understand how well they are doing and how they can improve. In Year 2, pupils take care to work towards their personal targets in their independent writing. Verbal feedback is used constructively by teachers to improve standards in Year 1. In an excellent plenary session at the end of the lesson, pupils were encouraged to articulate what they had learned about using diagrams with captions and to reflect on how they could use this knowledge to improve their work in other subjects.

46. Pupils are keen to learn and approach their work with enthusiasm. They remain focused on their learning when working independently and collaboratively and produce very good quality work. Most pupils are suitably challenged and develop skills at a good pace, though a small number of gifted pupils could be challenged further.

EXAMPLES OF OUTSTANDING PRACTICE

An English lesson in Year 2 focused on producing poetry using the senses to describe the fear and panic people would have felt during the Great Fire of London.

Excellent links with prior learning in history enables pupils to recall facts and represent them as a mind-map. The teacher takes pupils back in time, darkening the room, talking through the scene: 'You're in bed, the sun is just breaking when you hear sounds around you.' She plays a recording of a fire. Pupils sit with eyes closed as they imagine the scene. They are tingling with excitement when the teacher prompts them to talk to a partner about what they could see, hear, smell, taste and how they felt. Vocabulary is rich, and pupils are eager to write down their ideas. Their writing is imaginative and atmospheric with phrases such as 'I heard a curious sound' and 'Flames flickered around the stone walls'.

Language and literacy across the curriculum

47. Teachers are particularly good at developing learning across the curriculum: building on what pupils already know and making links with learning in other subjects. History and science work is used to stimulate writing in literacy lessons. Pupils apply their knowledge of language and text structure to writing in other subjects. In design and technology, for example, pupils use labelled diagrams and bullet points to explain a procedure. Presentation is of a consistently high standard, showing good awareness of style suited to purpose.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning is good.
- The standards the children achieve are very good.
- There is a consistency of standards and approaches across each year group.
- The pupils are enthusiastic about mathematics.
- Subject leadership is very good.
- Assessment information needs to be further developed to identify specific learning targets for pupils.

Commentary

48. Teaching and learning in the lessons seen were good overall and as a result, pupils achieve well in lessons. The standards pupils achieve are very high, having been successfully maintained since the last inspection. Lessons start with a challenging mental session which the pupils enjoy. Classes are very well managed and learning assistants are used appropriately to support pupils with special educational needs, who subsequently make very good progress. All teachers plan effectively from the National Numeracy Strategy which helps ensure consistency across the year group. Through lively questioning, teachers gain pupils' attention and interest effectively. Very good teaching was characterised by teachers presenting activities which took account of pupils' preferred learning styles and creating good pace throughout the whole lesson.
49. A strong emphasis on number work and word problems means that these two areas are a particular strength in mathematics. For example in Year 1, pupils were learning to count forwards in multiples of 3. In Year 2, pupils are becoming confident in using numbers to

200, and adding two and three consecutive numbers. They can add double-digit numbers with single-digit numbers. Higher attaining pupils work with numbers to 1000 and can add and subtract double-digit numbers in their heads.

50. Pupils' problem solving skills are good. Pupils confidently solve problems involving words. This was a particular focus for teaching and learning on the school improvement plan for 2003. Teachers use paired working effectively to promote pupils' mathematical thinking and vocabulary. Pupils respond well to this organisation. Most pupils are able to explain methods and strategies clearly, using accurate mathematical vocabulary. The use of interesting resources for practical activities is a very good strength. An imaginary three legged creature 'Tripus' was used, for example, to help develop an understanding of counting in 3's in a Year 1 lesson.
51. Subject leadership is very good and involves thorough monitoring of teaching and assessment data. Key Stage SATs data for all pupils are analysed to ensure high expectations are met. This is a key factor in the school maintaining its high standards. There are some inconsistencies in approaches to assessment. It is not yet developed fully enough to provide specific learning targets for individual pupils. This is an area which the subject leader is beginning to address.

Mathematics across the curriculum

52. Mathematics is promoted well within the classrooms through attractive mathematical displays, number lines and squares and information to help pupils. There are good links with information and communication technology especially developing pupils' skills in data handling. Links with other subjects are good and appropriate use is made of mathematics; for example to make graphs when recording data and using Venn diagrams to explore forces in science, or tally charts to record a traffic survey in geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils' investigational skills are very good.
- Pupils' English skills are developed well through science.
- Pupils have a very good attitude to learning.
- Marking is not used consistently to show pupils how they can improve.
- Leadership of the subject is good.

Commentary

53. During the course of the inspection it was only possible to see one lesson in science, in Year 1. It was not, therefore, possible to make an overall judgement on teaching and standards. However, based on the one lesson, discussions with pupils and the subject co-ordinator and a scrutiny of pupils' work it is obvious that the full range of the curriculum is covered and the standards seen in pupils' books are above average.
54. The work in pupils' books indicates that they are used to setting up and carrying out their own investigations. Discussions with pupils shows that they have some very good skills in this area. They are used to choosing their own materials and setting up investigations to find solutions to tasks set by the teacher, for example by making a bulb light up in an electrical circuit or investigating whether people with the longest legs can jump the furthest (they found that they can't). Talking to the pupils was a pleasure as they were prepared to express

- opinions and come up with possible reasons for their findings. They have a very good knowledge of how to set up a fair test and know why this is important.
55. Teachers' planning makes clear links with other subjects and the impact on developing pupils' English skills is apparent. Pupils record their work neatly and accurately. They use a variety of English skills, such as bullet points, tables and good sentence construction to present their work in an interesting and informative way. The results of investigations are not just copied from the board but are the products of the individual pupils. This effectively reinforces what they have learned in English lessons and gives them the opportunity to apply their skills in new and challenging situations. Teachers' marking is not always consistent across the school. In some classes the marking gives a good indication of how pupils can improve, often by asking a question at the end of a piece of work. However, this does not happen in all classes and as a result pupils are not given clear guidance on what they could do better.
 56. Pupils have a very good attitude to learning. They show a real enjoyment and interest in the subject. Because they listen so well they understand what they have to do in the activities and make good progress in their learning. In the lesson seen pupils' behaviour was very good. This meant that everyone could get on with their work undisturbed and this helped to maintain a brisk pace to the lesson. In discussions with pupils it is obvious that they gain great enjoyment from their science work. They talk enthusiastically and describe what they are doing as fun.
 57. The subject co-ordinator provides good leadership. She has been the prime mover in modifying planning to provide an exciting and challenging curriculum for pupils. This approach is being successfully applied throughout the school. The co-ordinator observes other teachers and gives direct written feedback after lessons, which helps to ensure a consistent approach to teaching science. Hence the whole-school drive to improve investigational work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The available evidence indicates that standards are above average.
- Information and communication technology is used well to support subjects across the curriculum.
- The subject leader has a very good understanding of the subject's needs and her own skills are having a positive impact on the raising of standards and provision.

Commentary

58. Although no teaching was observed during the inspection, work sampling in information and communication technology and discussions with the subject leader and pupils, indicate above average standards. Since the last inspection, the school has made good progress towards improved provision particularly in the quality of computer hardware. There is a good range of software for use across the whole curriculum. The requirements of the National Curriculum are being fully met.
59. Pupils are enthusiastic about information and communication technology. Their enjoyment is seen when opportunities are provided for children to use the computers as they enter the classroom before registration. Pupils know the functions of different keys, change font size and type, bold text, insert images and have a good understanding of various technical terms.
60. Teachers' planning for the subject is good and links with other curriculum areas are clearly identified. Planning is effectively based on national guidelines. The knowledge and enthusiasm of the subject leader and her clear vision of how information and communication

technology needs to develop, bodes well for the standards that will be reached in the future. This vision is shared by the headteacher and governors and is reflected in the high priority given to the subject in the current school improvement plan.

Information and Communication Technology across the curriculum

61. Information and communication technology is used well to support learning in other subjects. Year 1 pupils collect data about themselves, use a digital camera to take photographs of each other and enter this data onto the program 'Pick a Picture'. Pupils were observed confidently using the program 'Clicker' to produce labels describing the four stages of the life cycle of a frog. Pupils in Year 2 use the art software 'Dazzle' to create portraits of a friend linked to artwork inspired by 'The Weeping Woman' by Picasso. The database program 'ReTreeval' is used to help identify different animals within a science topic. A sorting tree is created on the computer to name the mystery animal; e.g. Is it a mammal? Can it fly? Does it have fur?

HUMANITIES

62. Although no lessons were observed in **Geography**, work sampling and discussions with the subject leader, indicate good standards. The requirements of the National Curriculum are being fully met in the provision for the subject. Teachers make effective use of the local area through village walks in Year 1 to help pupils develop the necessary skills to compare contrasting localities. In Year 2 these skills are applied as they compare Old Basing with the Isle of Coll. Good links are made with literacy using the book 'Isle of Struay' by Katie Morag to explore contrasting localities. Furthermore, good use is made of brochures from travel agents and the internet to increase pupils' understanding. Geography is given opportunities for a high profile in the whole school through the use of a teddy bear character called 'Barnaby Bear'. All members of the school community can ask the subject leader for geography, to take Barnaby on holiday with them. A postcard is sent to the school from his holiday location sharing his holiday experiences. Photographs of Barnaby are well displayed in the main entrance, linked to different countries on a map, from many exotic places around the world.
63. In **history**, pupils' work was sampled, provision was discussed with the subject leader and two lessons were seen during the inspection. The requirements of the National Curriculum are being fully met in the provision for the subject. Judging from pupils' work and the two lessons observed standards in history are good. History is used effectively for cross-curricular links particularly with literacy and drama. During a Year 1 lesson, as part of a focus on famous people, pupils were studying the life of Grace Darling. The teacher made good use of a Hampshire wardrobe box which contained clothes and artefacts from the period, to enrich and deepen the pupils' understanding of Grace Darling's life. Pupils were discovering answers to simple questions about the past and how their own dress and appearance differed from this period. In a Year 2 lesson, pupils explored the story of the Great Fire of London through the use of drama. The pupils showed good understanding of the story by discussing and presenting still images from the scene to the class.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have a good understanding of Hinduism and Christianity.
- Links with the local church are very good and make a strong contribution to children's understanding of Christianity.
- The co-ordinator is having a good impact on provision but has not yet had the opportunity to monitor teaching.

Commentary

64. Although it was not possible to observe any formal lessons in the subject, the visit by the parish priest to talk to Year 1 about baptism and the visit by some Year 2 pupils to the local church provided good evidence of the school's approach to religious education. The use of artefacts to illustrate the talk on baptism helped the pupils to concentrate and brought meaning to the rituals associated with baptism. The preparation that had obviously been done in class proved to be very worthwhile and ensured that pupils were involved in acting out a baptism. Children were very involved in following the process and responded well to questions. The visit by one Year 2 class to the local church provided good opportunities for pupils to discuss church rituals and find out the purpose of various parts of the church, such as the altar. Good opportunities were also taken during the visit for reflection and pupils were encouraged to think about how the church made them feel. The pupils showed a good appreciation of how to conduct themselves in a church.
65. Discussions with pupils in Year 2 showed that they had a good understanding of the Christian faith, knowing some stories from both the Old and New Testaments. They know the importance of Easter and have a sound understanding of the life of Jesus, for example about his birth and upbringing. Children know that Hindus worship in a temple and that they have more than one god. They know that many Hindus come from India and some pupils can find India on a map of the world. Pupils are beginning to understand the similarities and differences between the two religions.
66. The subject co-ordinator has reviewed planning and identified how religious education can be linked to other subjects in the curriculum, for example in art. She has started sampling pupils' work to ensure that there is consistency across classes but she has not yet had the opportunity to look at teaching in the subject to ensure a consistent delivery. She is fully aware of the need to monitor teaching. She monitors planning every term and gives feedback on how this could be improved, when necessary.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. It was not possible to observe sufficient lessons to make a judgement on the quality of teaching in these subjects. Some evidence was gathered, which included observing two drama lessons, one music lesson and part of an art lesson. Evidence on the breadth of provision and standards was gathered through discussion with Year 2 pupils, interviews with subject managers, scrutiny of planning, sampling of work and display.
68. Creative aspects of the curriculum are enriched in a number of ways including:
- visits to the school by theatre groups, puppeteers and local artists;
 - themed weeks, for example 'stories from different cultures' during which pupils are able to take part in the acting and music-making;
 - planned links between subjects which enrich the learning experience.
69. One of the main thrusts of the school's improvement planning for this year is to make creativity a more central part of pupils' learning experiences. This is in an early stage of development but is already impacting on curriculum planning and quality of experience. Very good links between subjects enable pupils to develop their skills across the curriculum. For example, history is used to provide a stimulus in drama; when pupils learn about plants in science they also do observational drawing in art and design. It is clear from discussion with pupils that they enjoy creative aspects of the curriculum and are given rich and varied opportunities to develop their skills.
70. Planning for art and design, music and design and technology is based on sound monitoring procedures by subject co-ordinators, including lesson observations, discussion with pupils and moderation of pupils' work. Teachers' planning emphasises the development of pupils' skills and opportunities for pupils to evaluate and develop their work.

71. Looking at pupils' work shows that the school has maintained above average standards in **art and design**. Curriculum coverage is good. Pupils use a range of media, including computer software, to produce 2D and 3D images and models. They learn about famous artists and try their own versions, for instance in the style of Rousseau and Picasso. A Year 2 project on portraits enabled pupils to choose their preferred style and they were able suggest ways in which their work could be improved. One pupil was keen to explain why he preferred abstract art.
72. Standards in **design and technology** have improved since the previous inspection and are now above national expectations. This is due to good leadership and improved provision. Teachers have received training in skills teaching and ensure skills progression through series of lessons that follow quickly after one another, rather than being spread out over a long period of time. Pupils are enthusiastic about the subject. Their designs show originality and creativity and their evaluations suggest ways in which the design could be improved as well as 'skills I have learned'.
73. In **music**, the subject co-ordinator has improved planning to include a skills development overview and detailed guidance for teachers. Her expertise is being used effectively across the school. Insufficient evidence was gathered to make a judgement on standards, though the subject is well managed and there is good curriculum coverage.
74. Only one lesson was observed in **physical education**, in Year 2. In this lesson the teaching was good, following a well laid-out lesson plan designed to develop pupils' games skills. Pupils understood the need for a warm up before starting vigorous activity and they knew that exercise had an effect on the body. During the lesson they developed good games skills, such as playing as part of a team, passing a ball and moving into space. The pupils were very enthusiastic about starting swimming and the school places an emphasis on this during the summer months. The co-ordinator has recently introduced a new scheme, which staff are now modifying to suit the needs of their pupils. The provision of after-school activities, such as tennis and football successfully enhance the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- Excellent foundations are laid in the Reception classes.
- Teachers promote personal, social and health education very well during lessons.
- Pupils respond very well to the high expectations of staff.

Commentary

75. Induction arrangements for children starting school are excellent. Staff in the Reception classes plan very well for the promotion of pupils' personal, social and health education. The mixture of free choice and directed activities provides an excellent framework for children to develop their independence and decision making skills. They are very well prepared to take responsibility for their own learning when they move into Year 1.
76. In years 1 and 2 teachers get to know pupils very well. They give them very good guidance on how to behave and encourage them to be sensitive to the needs of others. Pupils respond very well to the teachers' high expectations and establish good relationships with other children and adults. Pupils are very clear about what is right and wrong and exercise a very high degree of self-control, reflecting a maturity beyond their years. Circle time, when pupils listen to each others views, provides a good forum to encourage pupils to reflect and develop their understanding of the views of others and modify their own thinking. Subjects such as

science successfully promote pupils' understanding of healthy living. Pupils are developing a good understanding of how a community operates effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	1
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
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	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
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).