

INSPECTION REPORT

Redwell Infant School

Wellingborough

LEA area: Northamptonshire

Unique reference number: 121949

Headteacher: Mrs D. Coatham

Lead inspector: Paul Edwards

Dates of inspection: 24th – 26th November 2003

Inspection number: 257298

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:	179
School address:	Barnwell Road Wellingborough Northamptonshire
Postcode:	NN8 5LQ
Telephone number:	01933 673520
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Trevor Hill
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

This is a small infant school with 104 boys and 75 girls. At the end of Year 2 the children transfer to the adjacent junior school. The school is very popular and most pupils come from the local area. Pupil mobility is very low. Eligibility for free school meals is well below the national average and most pupils come from socially advantaged households. Three pupils have a statement of special educational needs and the proportion of pupils identified by the school as having special educational needs (14 per cent) is broadly average. The large majority of pupils are from white ethnic backgrounds. Ten pupils speak English as an additional language although none require extra support. Attainment on entry to the school is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	Foundation Stage, information and communication technology, music, physical education
9446	Helen Griffiths	Lay inspector	
32598	Pamela Matty	Team inspector	English, science, history, geography
29703	Ray Barton	Team inspector	Mathematics, art and design, design and technology, religious education

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PART A: SUMMARY OF THE REPORT

This is a **very effective** school that provides very good value for money. Due to the strong leadership and very good teaching the pupils achieve high standards and make very good progress during their time at the school. There is an appropriate focus on developing the core skills of reading, writing and mathematics.

The school's main strengths and weaknesses are:

- The pupils achieve high standards because of the very good quality of teaching
- Assessment procedures are very good
- Information and communication technology is used effectively to support learning in other subjects
- The curriculum is very good
- The pupils' attitudes towards learning and their behaviour are very good
- The headteacher provides very effective leadership and is well supported by staff and governors
- Classroom assistants are used very effectively and make a strong contribution to the pupils' achievements

The high standards noted at the time of the previous inspection have been maintained and the few weaknesses have been eliminated. The school is not complacent, however, and the staff work hard to bring about further improvements. The good teaching has been maintained and assessment procedures have been developed very effectively.

STANDARDS ACHIEVED

Standards are high and the pupils achieve very well. The 2003 National Curriculum test results place the school in the top five per cent of schools nationally. As a result of the good teaching in the Reception classes, most children are on course to exceed the Early Learning Goals in all areas of learning by the time they enter Year 1. By the end of Year 2 standards are well above average in reading, writing and mathematics. Standards continue to improve and the rate of improvement in National Curriculum test results over the last five years is better than is seen nationally. Of particular note is the high proportion of pupils whose results are above average in English and mathematics. In all year groups, pupils with special educational needs make very good progress as a result of the very good provision and support. The small number of pupils who speak English as an additional language make very good progress and there is no evidence of any underachievement by any group.

Standards in science are well above average by the end of Year 2. The pupils develop good information and communication technology skills and use computers well to learn in other subjects. Standards in most other subjects are generally above average.

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*	A*
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*

The pupils have very good attitudes to learning and behave very well. Relationships within the classroom are very good and pupils are very polite and respectful. During lunchtimes and at

playtimes, the pupils get on very well with one another and play happily and sensibly. The pupils are very attentive and keen to learn, a feature that contributes significantly to their progress. Attendance levels are well above average and the pupils are punctual, enabling lessons to start on time. The school develops the pupils' personal qualities effectively. **There are good opportunities for spiritual and cultural development and the provision for moral and social development is very good.**

The quality of education is very good. The school provides a very good curriculum with an appropriate focus on teaching the core skills of literacy and numeracy. All other subjects are given sufficient emphasis and the curriculum is enhanced by a good number of visits and visitors. The provision for pupils with special educational needs is very good: teachers and learning support assistants work together very effectively to ensure the pupils make the progress of which they are capable. **The quality of teaching is very good.** The teachers have very high expectations of what the pupils can do. Work is well planned with very effective use made of the detailed assessment information. The work the pupils are given is challenging and, as a result, most pupils make very good progress in the core subjects of English and mathematics. The teachers mark the pupils' work well, providing them with useful guidance as to how they might improve. The overall quality of care, guidance and support for the pupils is very good. Good relationships exist between staff and pupils and the school has very good procedures for looking after the pupils to ensure their care, welfare, health and safety. Partnerships with parents are very good and links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good and this has resulted in continued improvements. There is no complacency and the staff demonstrate a desire to improve further, adopting new initiatives with a high degree of professionalism. Staff are well deployed and the school runs very smoothly. There is a very friendly, happy ethos. Subject co-ordinators play a significant role in raising standards and monitoring the quality of teaching and learning in their subjects. The governors know the school very well and are very supportive.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very satisfied with the school. They feel their children are provided with a very good education, cared for extremely well and that most make very good progress. All pupils enjoy school.

IMPROVEMENTS NEEDED

There are no significant improvements needed. The school should continue to maintain the high standards seen and continue to identify areas for improvement through its process of self-evaluation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is very good overall.

Main strengths and weaknesses

- The results of the National Curriculum tests at the end of Year 2 in reading, writing and mathematics are very high
- The proportion of pupils achieving above average standards in reading, writing and mathematics is well above the national average
- Children in the Foundation Stage achieve well and make good progress in the Reception classes and most exceed the Early Learning Goals in all areas of learning

Commentary

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

Standards in:	School results	National results
Reading	18.7 (18.3)	15.7 (15.8)
Writing	18.5 (17.0)	14.6 (14.4)
Mathematics	18.9 (18.4)	16.3 (16.5)

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

1. Since the previous inspection the school has continued to focus on raising standards in the key areas of reading, writing and mathematics. It has been very successful and the improvements are above the national trend. Standards attained by the pupils in these key areas place the school in the top five per cent of schools nationally. The inspection findings match the results of the national tests and show that the children are achieving very well.
2. The children achieve well in the Foundation Stage and make very good progress in the Reception classes. As a result, most are on course to exceed the Early Learning Goals in all areas by the time they enter Year 1. They are provided with a good range of activities that stimulate their interest and imagination. The children enter school with good speaking and listening skills and the teachers utilise these skills effectively, ensuring they learn well. Their reading and writing skills develop particularly well as a result of the clear focus on improving these skills. The children's mental arithmetic skills are also developed well.
3. Speaking and listening skills develop well throughout the school as a result of the teachers' focus on this aspect. Standards in reading are very good because the basic skills are well taught and also because parents are encouraged to come to school each morning to participate in the 'book time' and to help their children improve with reading. Standards in writing improve rapidly as a result of the good teaching and high expectations of what the pupils are capable of doing. The mental arithmetic skills of the pupils are developed well throughout the school and the numeracy strategy is used very effectively to improve their ability to carry out written computations.
4. Pupils with special educational needs make very good progress and achieve very well in English and mathematics because work is very well matched to their needs and support for them is of good quality. The needs of these pupils are identified early and individual education plans are clear, enabling all staff to identify the level of support required. There are no pupils at

an early stage of learning English as an additional language and those for whom English is an additional language make very good progress.

5. The pupils achieve well in science and standards are above average by the end of Year 2. Although the subject is taught as part of a topic, sufficient emphasis is placed on the subject and there are good opportunities for the pupils to carry out investigative activities. The school has recognised that providing the pupils with even more opportunities to devise their own investigations would help to raise standards even further.
6. Computers are used effectively in all classes to support learning in other subjects and very effective use is made of the interactive whiteboard to teach skills. Children in the Foundation Stage are given a good introduction to using computers and their skills are built on effectively in all classes. The lack of Internet access restricts the use of computers for research, but the teachers compensate by using a good range of computer programs. Most pupils achieve above average standards by the end of Year 2.
7. Standards in all other subjects are at least in line with national expectations and are most often above. The pupils achieve well and make good gains in their learning because of the clear planning, good teaching and their very positive attitudes towards learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their attendance and punctuality are very good. Pupils' moral, social, spiritual and cultural development is good.

Main strengths and weaknesses

- Pupils show very good interest in learning, concentrate very well and are enthusiastic
- Their behaviour is excellent in lessons and around the school
- Relationships between pupils and adults and among pupils are very good
- Pupils are very willing to take responsibility. They are confident, highly articulate and supportive of one another
- Pupils have a very good awareness of right and wrong and show very good respect for others' feelings and beliefs
- Provision for pupils' spiritual and cultural development is good. Provision for moral and social development is very good
- Attendance is well above average

Commentary

Attendance and punctuality are very good and the headteacher monitors attendance thoroughly. The rate of unauthorised absence is very low. This is an improvement on the last report.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

8. The pupils' behaviour is very good (as at the time of the last inspection) in lessons, assemblies and at playtimes. Lunchtimes are highly civilised and sociable occasions. School rules are

conveyed to children before they start school, through the Redwell Ted Behaviour Code, which explains not only what the rules are but also their purpose. Consequently, pupils are all aware of how they should behave and fully understand the difference between right and wrong. No bullying or harassment was observed and parents are confident that they will be dealt with quickly and effectively on the rare occasions that they occur. Parents feel overwhelmingly that behaviour is good.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	149	0	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Pupils' attitudes to learning are very good. They are keen to contribute to discussions and listen well to others. For example, in a Year 1 English lesson on making sentences, they worked very co-operatively and shared their ideas very well. They are enthusiastic and co-operate very well. They respond very well to teachers' high expectations of them and are confident, friendly, polite and articulate.
10. The family ethos and the social and moral development of the pupils are very good. Pupils already have a well-developed sense of how their behaviour might affect others. They are keen to take the very good opportunities for responsibility, such as helping in the library, reading prayers in assembly and writing rules for the new play area. Relationships between pupils and adults and among pupils are very good. Pupils get on very well and are able to work and play together. They have a very strong sense of community (reinforced by the headteacher's School Rap) and support one another very well. The headteacher regularly asks pupils for their opinions on school life.
11. Provision for pupils' spiritual and cultural development is good, an improvement on the last inspection. Pupils have good opportunities to reflect on the beliefs of others through religious education and collective worship. The work on art, music and religious education reflect the cultures and traditions of other countries.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

The teaching and learning are very good overall enabling most pupils to achieve standards that are well above average in reading, writing and mathematics. The assessment procedures are very good.

Main strengths and weaknesses

- The teaching and learning of literacy and numeracy is very effective because the teachers make lessons interesting
- Children in the Foundation Stage learn well because of the good teaching
- Provision for pupils with special educational needs is very good
- Teaching assistants are used very effectively to support the pupils' learning

Commentary

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	12	5	0	0	0

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

12. The teaching in the Reception classes is good. The teaching staff and classroom assistants work together very effectively and good planning ensures the children are given a very secure start to their education and that they achieve well. The teachers provide the children with a good balance of activities between those that are teacher directed and those chosen by the children. The teachers know the children well even though they have only been in school for a short time. They make very effective use of the assessment information that is collated on a daily basis to plan work that matches the individual's ability. There is good challenge for the more able children and the well-prepared learning support assistants provide those with special educational needs with good support. The teachers' questioning and prompting encourages the children well and they make good gains in all areas of learning but particularly in their reading and writing.
13. Throughout the school the pupils make good gains in their acquisition of reading skills. Where they are able, parents are encouraged to participate in the twenty-minute book session held at the start of each day. Apart from encouraging the pupils to value and appreciate books it provides them with a flying start to developing a whole range of reading strategies. Parents are able to observe and copy different teaching techniques and strategies and, together with other teaching undertaken by the school, this results in the rapid gains in reading skills made by the pupils. A very structured approach to the teaching of writing, commencing with the valuing of the pupils' emergent writing enables most pupils to attain standards that are well above average. The teachers expect all pupils to do well and these high expectations of both content and presentation result in the objective being achieved.
14. The pupils enjoy learning and this helps to increase the speed at which they learn. In numeracy lessons, for example, the teachers introduce humour to the activities, helping to develop the pupils' enthusiasm. There is good classroom management and a clear balance between mental arithmetic and practical work. The teachers have high expectations and this results in the pupils becoming very competent mathematicians by the end of Year 2. The

children undertake a good range of science activities and they enjoy them. Again, as in other areas of the curriculum, they achieve well and they make good gains in their scientific understanding. The school has recognised that they could make greater improvements if the pupils were given even more opportunities to plan their own investigations.

15. The teaching and learning in information and communication technology is good overall. The teachers provide a good balance of teaching skills, using the interactive whiteboard, and providing opportunities for the pupils to use computers to support learning in other subjects.
16. Pupils with special educational needs are included in all activities and achieve well. Learning support assistants, working under the direction of the class teacher, understand their role in supporting pupils in each lesson. Teachers and learning support assistants work well together to enable pupils to succeed and achieve their targets. Teaching mostly meets the needs of all abilities, and those pupils who are identified as being gifted or talented are provided with suitably challenging work.
17. The teachers use a very good range of assessments to identify how well the pupils are performing and this helps them to match work closely to their needs. A good checklist has been prepared to identify what is to be checked within a topic and a colour coding system enables teachers to match the work easily to National Curriculum levels of attainment. Work is marked regularly and effectively and has an obvious impact on improvements made by the pupils.

The curriculum

The quality of the curriculum is very good. It is broad, well balanced and meets all statutory requirements.

Main strengths and weaknesses

- The school considers carefully the structure of the curriculum to meet the needs of its pupils
- There is very good provision for pupils with special educational needs
- The curriculum is enriched through the use of a good range of visits and visitors
- The provision and use of learning support assistants is good

Commentary

18. The planned curriculum is broad and includes provision for religious education and collective worship. It is well balanced so that all subjects of the National Curriculum and personal, social and health education have good provision. The school is committed to cross-curricular links between subjects and this can be seen in the teachers' planning. This works well for most subjects and the development of subject related knowledge and skills is promoted well.
19. The school rightly feels that the physical, practical and creative aspects of learning are important. In order that these areas are not neglected the school is giving good emphasis to them, for instance the importance of physical activity is reflected in the fact that the pupils take part in physical education lessons four times a week. The school has started looking carefully at how pupils learn in different ways, such as through seeing, speaking, listening and practical experiences. The benefits of this approach are not only seen in practical subjects but in subjects such as religious education where the pupils look at, touch and talk about religious artefacts. The thrill and learning that came from these experiences was evident when groups of Year 2 pupils talked about their work.
20. The school makes good use of a range of outside visitors, such as the police, nurses, fire brigade, artists and theatre groups, to enrich the pupils' experiences and learning. Visits out of school, not only to the local area, but also to places such as Kenilworth Castle and country parks have a similar effect.

21. The school works hard and successfully to include all the pupils in the curriculum. Their teachers and learning support assistants very well support those pupils who have special educational needs. Pupils who are having difficulties in learning are identified early and very good support and programmes of work are used to help these pupils make very good progress. The pupils with special educational needs have individual education plans with suitably specific learning targets and these are well known to staff and appropriately used.
22. The schools' staffing, accommodation and resources contribute well to the quality of education. The school has a suitable number of teaching staff and a very good number of support staff. There is a good range of resources in all subjects and these are well organised and used.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- The induction arrangements for pupils in the Reception classes are very good
- There are good procedures for health and safety, child protection and first aid
- Adults know pupils well and provide very good levels of care for their well-being
- The school has very good systems to monitor pupils' academic standards and progress and these are used very effectively to provide pupils with advice and guidance
- The needs of pupils with special educational needs are regularly assessed and they are very well supported
- Arrangements for monitoring pupils' personal development are very effective
- The involvement of pupils in the school's work and development is very good

Commentary

23. There are very good induction arrangements for pupils when they start at the school, which are enhanced by the very good relationships with local nursery schools and playgroups. These procedures include staggered entry and several opportunities for parents to visit the school with their children. Many parents of Reception class children come into school to help them settle to daily routines. The visits enable teachers to gather information about the children, based on the Early Learning Goals, for the early assessment and grouping of children. As a result, children get off to a flying start, settle in very quickly and make very good progress. There are very good procedures for monitoring their achievement on a day-to-day basis. The school tries hard to identify at an early stage those pupils who are experiencing difficulties, so that support can begin as soon as possible. The pupils with special educational needs are very well supported in school and usually make very good progress.
24. The school has good health and safety procedures in place. The serious health hazard identified in the last report has been addressed. Regular risk assessments are carried out and the designated governor provides good support. The headteacher is the designated person for child protection and for looked-after children. All staff are very aware of child protection issues: however, no member of staff has been formally trained in recent years and this needs to be addressed. There are good links with social services. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good and the school nurse offers very good advice and support. Security is very good.

25. All adults who work in the school form close and trusting relationships with pupils. Nearly all pupils felt there was at least one adult that they could turn to for advice. Adults know them well and provide them with very good role models of courtesy and fairness. Pupils' personal development is carefully fostered and monitored. The monitoring of the pupils' progress is used very well to prepare the pupils' annual reports.
26. Pupils' views are consistently sought through circle time, personal, social and health education lessons and assemblies. Pupils in their questionnaire felt confident that their opinions would be heard and acted upon. Pupils with special educational needs are very well involved in reviews of their individual education plans.

Partnership with parents, other schools and the community

The school's links with parents are very good, as at the last inspection. Links with the community and with other schools are good.

Main strengths and weaknesses

- Parents have very positive views of the school, as in the last report
- The school provides parents with very good information about preparing their children for school and about their progress
- Good links with the junior school and with local playgroups and nursery schools provide many benefits for pupils
- Communication with parents is very good
- The Support Group makes a significant contribution to the success of the school, as at the time of the last inspection

Commentary

27. In a very high return to the questionnaire, parents and carers expressed very positive views of all aspects of the school. There were no criticisms. All staff were felt to be very open and approachable. Information provided for parents is now good (an improvement on the last inspection). Although pupils do not have formal homework, parents are given helpful advice on how they can help their children at home. Topics are sent to parents in advance and regular newsletters keep parents well informed of events. The prospectus and Governors' Annual Report are clearly written and informative. Book bags and reading diaries are used very well as a means of dialogue between school and home. Written annual reports are now good; they provide diagnostic and thorough information on children's progress and set targets, although they do not offer parents the opportunity to make written comments.
28. There are good links with the junior school. The headteacher has developed good links with other primary school headteachers in the town. The school has good links with the local community. Pupils use the local area as a resource for geography and history, representatives of the police, fire Service and medical professions visit the school regularly and local businesses give prizes for school fund-raising events
29. Parents support the school very well, through their regular help in school in a wide range of activities and on trips and visits. The Redwell Support Group provides the school with very good funds to help buy equipment to enhance pupils' education and members are very supportive at open evenings and other events.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governors help to provide the strategic direction for the school. The headteacher leads the teaching team effectively and manages the ongoing improvement of the school very well.

Main strengths and weaknesses

- The headteacher provides clear, effective and enthusiastic leadership of the school
- The governing body work effectively alongside the headteacher to shape the future direction of the school
- The headteacher makes very good use of performance data and school self-evaluation to focus the team on areas for improvement
- Performance management targets are closely linked to the school improvement plan to ensure the school makes progress towards its priorities

Commentary

30. The governing body supports the school well. It compares the school's performance with others nationally and locally, and considers the views of parents and pupils. Governors make regular visits to the school so that they can see for themselves how it operates and how effective it is. They know what the school does well and have a clear understanding of the priorities for development. The governors are developing policies on disability. In all other aspects the governing body meets all statutory requirements.
31. Roles and responsibilities are clearly defined, and staff have specific management responsibilities that support the school well. The leadership provides clear direction for the school encapsulated in its fundamental aim of providing pupils with the best possible opportunities to succeed. The headteacher sets out very clear aims and values that have guided the school's development. A strong ethos and environment of care fosters the positive relationships which exist throughout the school and into the immediate community.
32. The school development plan is strategic and based on a cyclical process of evaluation, taking full account of an analysis of the pupils' progress. This process has helped staff and governors to focus on monitoring and evaluating standards in maths and English, which has, in turn, maintained the very high standards.
33. The headteacher has participated in the leadership programme for serving headteachers; she has a good understanding of her own leadership style. There is a focus on supporting and mentoring staff in their management roles. The performance management process is embedded in the annual cycle of development in the school and used effectively to support individual members of the team.
34. Provision for pupils with special educational needs is very strong, and it reflects the school's vision of encouraging all pupils to achieve their best. The pupils' Individual Education Plans are very good and set out measurable, achievable and realistic targets for pupils. These plans are fully understood by staff and pupils and regularly shared with parents. The leadership and management of special educational needs are very good. There is a clear and strong commitment to enabling pupils with special educational needs to be included in all aspects of the school. The special educational needs co-ordinator has set up very good systems for the identification and monitoring of pupils, and for the monitoring of their teaching. The governor with responsibility for special educational needs is thoroughly and professionally involved.
35. The school has accumulated a significant carry forward largely because of the delegated funds which are earmarked for the replacement of all boilers and fan heaters. Residual carry forward has been used to balance the budget for 2003 –2004 which includes the generous provision of

support staff. The governors have a planned programme of capital expenditure and support staff development.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	504,362.00
Total expenditure	414,327.00
Expenditure per pupil	2,302.00

Balances (£)	
Balance from previous year	93,220
Balance carried forward to the next	90,030

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. The provision for children in the Reception classes is **very good** overall. The Foundation Stage is well led and managed. The co-ordinator has a clear understanding of the way young children learn. The teachers plan work together, ensuring that teaching builds effectively on what has been previously taught. The quality of teaching is consistently good in all areas of the Foundation Stage curriculum. In both classes, the teaching assistants play a significant role in ensuring the children make the progress of which they are capable. Children with special educational needs are provided with very good support and the more able children are provided with effective encouragement. The teaching in both classes is good in all areas of learning. The teachers assess the children's progress very effectively, identifying the strengths and weaknesses of individuals and adapting their planning to take account of their needs. By the time they enter Year 1, the children's attainment exceeds the Early Learning Goals in all areas of learning.

Main strengths and weaknesses

- An early and effective assessment of the children's skills enables the staff to offer activities appropriate to their needs
- The staff provide an interesting range of activities covering the recommended curriculum
- The children achieve well. All children are helped to do their best and provision for children with special needs is a very strong feature. Most children are on course to exceed the expected standards by the time they enter Year 1
- The Foundation Stage is confidently led and well managed by an experienced practitioner
- The teaching is very good

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- the staff take very good care of the children
- there are very good opportunities for the children to develop their social skills
- there is a good balance between teacher directed and child chosen activities
- the children are confident and able to learn

Commentary

37. Provision in personal, social and emotional development is good. The teachers planning and classroom organisation encourages the children to take responsibility for their own learning and, as a result they achieve well. They are provided with a good range of opportunities to work unsupervised. Role-play activities enable them to develop their self-confidence and ability to work co-operatively. Although they have only been in school for a relatively short time, the children understand the classroom routines. They show considerable enthusiasm for literacy and numeracy activities and are keen to participate in all the activities on offer. Adults look after the children very well and are excellent role models, developing the children's ability to show consideration for one another.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children achieve well in reading, writing and speaking and listening
- The children are provided with a good range of reading and writing activities
- The teaching is consistently good
- There is no outside covered area for the children

Commentary

38. Most children enter school with above average speaking and listening skills and the teachers take every opportunity to build on these skills. The children are encouraged to listen to teachers and their peers and they do so well. Good opportunities to respond to the teachers' questioning help them to further develop their speaking skills and many children show a good grasp of how to justify their answers. Parents are encouraged to help their children change reading books. This very positive feature helps the children to develop a love of books. The teaching of letter sounds is very well done and this provides the children with a very secure foundation for reading which is built upon very effectively throughout the school. Although writing skills are average when the children start school, the systematic approach to the teaching of handwriting, spelling and sentence construction enables most children to achieve well and attain standards that are above average.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The children's arithmetic skills are very good
- The teachers provide the children with a wide range of mathematical activities that the children find interesting

Commentary

39. The children rapidly acquire good counting skills, most counting to ten and a significant minority already secure with numbers to twenty and above. Every opportunity is taken to develop these skills, for example during registration when the children count the number present. Mathematical vocabulary is introduced well and the children have a good understanding of 'more than' and 'less than' and are able to accurately work out simple mathematical problems. The teachers provide the children with a good introduction to the national numeracy strategy, lessons commencing with a mental arithmetic session that moves on to practical activities developing well the children's mathematical understanding. The children are provided with sand and water activities, improving their understanding of volume and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- the children make good use of computers to improve their learning in other areas
- a good range of visits and visitors enhance the children's learning in this area

Commentary

40. The teachers provide the children with good opportunities to use computers to develop their skills in a range of literacy and numeracy activities and they demonstrate very good skills in using the mouse and keyboard and when moving from one 'menu' to another. A good number of visitors, including the school nurse, police and fire service, are used effectively to improve the children's knowledge and understanding of the world in which they live. The teachers make very effective links with the topics being covered to promote the children's learning in religious education. For example, the analogy made between the house built by the 'The Three Little Pigs' and the 'Wise and Foolish Men' who built their houses on the rock and sand respectively, was very effective. The children showed a clear understanding of what was being taught and made good gains in their learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The teachers make good use of the hall to promote the physical development of the children
- There is no outside covered area for the children to use in inclement weather

Commentary

41. The children make good gains in their physical development because the teachers provide them with daily opportunities to practise their skills in the hall. Movement and co-ordination skills are above average because the teachers encourage the children to practise them on a regular basis. The school has excellent grounds that incorporate a very good range of apparatus for the children. The teachers are good at recognising when the children need a break from more formal activities and take the opportunity use the apparatus. Planned sessions enable the children to effectively develop their skills when using wheeled vehicles. Good teaching helps the children to achieve the goals in using scissors and holding pencils correctly. There is no outside covered area at present but the school has identified this as an area for development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a wide range of activities for art and craft
- There is a good balance between teacher led and child chosen activities

Commentary

42. During the inspection the children were engaged in a topic about the 'Three Little Pigs'. The teachers had provided the children with the opportunity to look at the effectiveness of larger houses built on the playground out bricks, wood and straw. This stimulated their interest and the children made their own model houses out of similar materials and used a good range of tools and materials for the activity. Most children show good skills in cutting and measuring and those pupils who need support are provided with good help by the classroom assistants. The children also achieve well because the teachers provide them with a good opportunities to experiment with paints and modelling materials.

SUBJECTS IN KEY STAGE 1

ENGLISH

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in all aspects of English are well above average by the end of Year 2
- The 'Recovery Programme' in Year 1 ensures pupils are provided with sufficient support, enabling them to fulfil their potential
- The teaching of writing skills is very good
- The reading session each morning helps parents to play a key role in their child's learning
- Teaching assistants are used very effectively

Commentary

43. By the end of Year 2 standards in English are well above average. Standards are very high in all classes in Year 1 and Year 2. Standards in reading and writing by the end of Year 2 have been consistently well above average, the school trend is exceeding national trends. Boys' achievements in writing have been very high when compared to national trends. There are no significant differences between boys and girls in all aspects of English.
44. The pupils achieve particularly well in speaking and listening as a result of the good opportunities provided by the teachers. The pupils listen very well to the teachers and understand when it is appropriate to ask questions and when to respond to what has been said. The pupils confidently share their ideas and use a wide vocabulary and speak using complex sentences.
45. Standards in reading are well above average in all year groups because the pupils are taught the basic skills effectively and then provided with very good opportunities to develop these skills. The pupils are also provided with very good support by parents who take a keen interest in their children's work, many parents joining their children for the daily reading session at the start of the school day. The pupils read a wide variety of books. Home-school diaries are used effectively to record how the pupils are reading and how parents might help their children. The structured reading scheme has been developed by the school and encompasses a range of scheme books and real books. The reading levels are used effectively to develop the pupils' reading according to their ability and more able pupils read books by a wide variety of children's authors. They demonstrate the ability to predict and anticipate words using a range of strategies. Pupils read expressively and with a good deal of confidence. A well organised and resourced library supports the development of reading. A good range of non-fiction books is available and support the topics being taught.
46. The pupils' writing develops very well throughout the school. The pupils are provided with very good opportunities to practise writing for a wide range of purposes. They write letters, using the correct format, and have opportunities to write poetry, instructions and accounts of events and pose questions for their peers. The school has a very good approach to the teaching of writing supported by very good phonological development, key words and letter formation. A wide range of writing opportunities encourage the pupils to express their ideas and then correct spellings or punctuation. This approach to emergent writing is very successfully taught in all classes. The older pupils show they have above average spelling skills and their grammatical competence is very good. The more able pupils are able to punctuate sentences with capital letters and full stops and are developing the use of descriptive language and connectives. More able pupils show confidence in handling dictionaries to check spellings of complex words.

Handwriting skills are particularly good, being well above average for their age, some pupils in Year 2 are confidently using cursive handwriting.

47. Pupils with special educational needs make particularly good progress because of the clarity of the additional teaching programme introduced in Year 1.
48. The curriculum manager provides very good leadership in English, mentoring and supporting staff, monitoring standards and monitoring pupil progress. Detailed records are kept on monitoring standards and actions taken to improve standards. The handbook for English is very comprehensive and regularly updated.

Language and literacy across the curriculum

49. There are very good opportunities for pupils to apply their literacy skills across the curriculum. Writing opportunities are very good and pupils use their skills of punctuation and spellings very well. The pupils are taught good handwriting skills and most pupils use these skills well in other subjects, producing neat, well-presented work.

MATHEMATICS

As a result of **very good provision** the pupils achieve very well. Standards are well above average by the end of Year 2. Improvement since the last inspection is good.

Main strengths and weaknesses

- The teaching is very good and expectations are high
- The subject co-ordinator provides very good leadership and management
- The teachers make good use of support assistants

Commentary

50. The quality of teaching is very good overall and this is reflected in the very good standards achieved by the pupils. The teachers' discipline and management is very good as are the relationships they form with the pupils. This results in the pupils being very well behaved and being able to get on with their work. The teachers have high expectations for the standards of work they want their pupils to achieve. This, together with the amount of work that the pupils produce, leads to them making very good progress in their work. An appropriate emphasis is placed on number calculations and mental arithmetic and the pupils achieve very well in these areas. Other areas of mathematics are not left out. The teachers are keen to present learning in a practical way and, in areas such as measuring and shape, the pupils achieve very well.
51. In one very good lesson in Year 2, the teacher had clear expectations of behaviour and standards of work required. These, together with very good classroom relationships, allowed her to motivate the pupils within a friendly yet productive atmosphere. The teacher praised, encouraged and celebrated the pupils' efforts, and the pupils responded positively by trying hard with their work. Through her clear questioning, which was matched well to the pupils' abilities, and her stress on asking pupils how they had come to a particular answer, she was able to lead the pupils towards a better understanding of their work. This learning was also made more fun as the teacher pretended to get things wrong in her answers and the pupils were quick to point out and explain them to her. Throughout the lesson there was a strong element of practical learning that thoroughly involved the pupils in their work.
52. On the occasion when teaching was less successful the pupils were not clear about the task and, as a result, they did not make as much progress as they could. Also in this lesson the pupils did not have a good understanding of what they were being asked to do. For example they did not thoroughly understand that there are a lot of ways they can make a sum of money

using different coins. Hence, then they were unable to grasp the idea of using the fewest coins to make an amount.

53. Teaching assistants make a valuable contribution to the learning of the pupils, particularly those with special educational needs. Their work is usually well planned and directed by the teachers and the assistants use a variety of strategies to help the pupils understand their work. They place a good emphasis on practical learning and language so that the progress the pupils make is often very good. Teaching assistants are not always given the lower groups to support and this means that the teacher is also able to give some of their time to supporting more intensively those pupils who may experience difficulties.
54. The subject co-ordinator is very aware of the need to continue to develop the mathematics curriculum. Part of this is the continuing stress on problem solving and investigational work and also upon looking at how best to teach to meet the varying learning styles of the pupils. The subject is very well monitored and very good assessment procedures are in place. The subject co-ordinator presents a very good teaching model.

Mathematics across the curriculum

55. There are good examples of how the pupils use and develop their mathematical skills across the curriculum. From the simple counting of beats in music to using their knowledge of big numbers in Year 1 history when discussing time lines. Also measuring lengths in design and technology when making models and looking at distances and turns when controlling an electric turtle in information and communication technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The pupils attain standards that are well above average by the end of Year 2
- The teaching is good overall

Commentary

56. Only one lesson was observed. Other judgements on standards and teaching are based on a scrutiny of pupils' work and discussions with pupils. Scrutiny of work shows that standards have been maintained since the last inspection. By the end of Year 2 standards are well above average.
57. Teaching overall is good and this is impacting on the quality of learning. Teachers have high expectations of pupils, who are encouraged to explore scientific language and processes. Pupils show high levels of interest in the science topics. The school has organised a thematic approach to topics taught on a two year cycle, each topic has a planned science investigation as well as clearly identified areas of content to be covered.
58. Pupils are keen to share what they have achieved in science and are able to talk about investigations they have worked on. The pupils are able to explain what a fair test is and recognise what features made the test fair.
59. The co-ordinator is new to the post and is keen to raise the profile of science. As yet she has not participated in professional development in this subject area. The co-ordinator has identified the need to develop the end of project assessments and is reviewing national guideline materials recently arrived in school. The teachers mark the pupils' work regularly and make useful comments where appropriate. The work they set provides good opportunities for

reading for information and writing in a range of contexts. Presentation of the pupils' work is very good and high standards of handwriting are consistently demanded.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The pupils attain above average standards in the subject
- The teachers provide the pupils with a good range of activities
- There is no Internet access for the pupils at present

Commentary

60. The school has made good progress in this subject since the previous inspection. The unreliable computers have been replaced and further equipment is being considered. The children demonstrate very good skills in using the mouse and keyboard and regularly use computers with little supervision. The teachers make effective use of programmable toys to consolidate the pupils' knowledge of turning through angles and in measuring distance. The subject is well taught, the teachers making good use of the interactive whiteboard to demonstrate skills and to allow the pupils time to practise them. Much of the computer work undertaken by the pupils during the inspection was for the development of literacy and numeracy skills but there was evidence of other activities being undertaken. However, the current lack of Internet access restricts opportunities for the pupils to access a wider range of information. The teachers regularly assess the pupils' progress and work is matched appropriately to the pupils' ability.

Information and communication technology across the curriculum

61. Computers are used very effectively to support and develop the pupils' literacy and numeracy skills. They are also used to improve the pupils' understanding in other areas of the curriculum, particularly in subjects such as history.

HUMANITIES

RELIGIOUS EDUCATION

As a result of **good provision** the pupils achieve well.

Improvement since the last inspection is good and provision is now consistent across the school.

Main strengths and weaknesses

- The teaching is good
- The pupils achieve a good standard
- There are good opportunities for the pupils to express their knowledge, thoughts and feelings in their own words

Commentary

62. The quality of teaching is good overall and this can be seen in the good work of the pupils. The teachers expect good standards of work and behaviour and the pupils respond well showing very good behaviour and concentration on their work. The teachers use good levels of praise, so that the pupils are encouraged to give their thoughts and ideas and to work hard.

63. These factors were seen in a good Year 2 lesson where the pupils were learning about the Jewish religion. In order to teach the pupils about the Jewish Mezuzah box and the scroll it contains, the teacher used the pupils understanding of everyday rules to help their learning. This certainly captured the pupils' imagination and later after the lesson they talked knowledgeably and enthusiastically about it and of their other religious education work. The pupils have a good knowledge of Christian traditions and stories and about some other major world religions.
64. The pupils' work shows that they are encouraged to show in their own words the knowledge and understanding that they have achieved. At other times their writing shows that they have had good opportunities to express their own thoughts and feelings.
65. The opportunity, to write and reflect in their own words has a positive impact on the development of the pupils' literacy skills.

History

Provision in history is **good**.

Main strengths and weaknesses

- The pupils are achieving above average standards by the end of Year 2
- Good use is made of visits and special events to promote understanding and enthusiasm

Commentary

66. Standards of attainment in history are above those expected nationally. Only one lesson was observed. Other judgements on standards and teaching are based on a scrutiny of pupils' work and discussions with pupils.
67. The teachers are knowledgeable about the subject and the teaching is consistently good. The pupils' work is neatly presented. The pupils in Year 1 enjoyed their history lesson, which was based around the theme of castles. The pupils were able to place events on a time line between 1066 and 2003. Their understanding of the story of William the Conqueror was very good. The teacher used good questioning to help pupils order events. Very good reference was made to a recent visit to Kenilworth castle. The pupils were able to talk about the features of a castle.
68. The pupils have opportunities to write at length and their work shows good spelling, punctuation and handwriting.
69. The co-ordinators' file includes detailed photographic evidence of topics, checklists of skills and examples of standards in the work in each year group.
70. No lessons in geography were observed during the inspection. The **geography** curriculum effectively covers the programme of study. The Year 2 pupils have a good knowledge of place and can discuss the features of placing a castle on a hill. They are able to talk about different ways of travelling they discovered on a journey's topic. Work is neat and well presented.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

71. Analysis of the pupils' work, teachers' planning and discussions with pupils indicates that **provision in art and design is good** and that **provision in design and technology is very good**. No lessons were seen in design and technology and only two lessons were seen in art and design. There was insufficient evidence to make a firm judgement about standards, but

the pupils' achievements in both subjects are at least good. Compared with the school's previous report the standard of provision in both subjects has been maintained.

Main strengths and weaknesses

- In art and design there is good provision for the use of different media
- In design and technology the whole process of designing and making is carried out very well

Commentary

72. In the two **art and design** lessons seen in Year 1, the pupils were painting or using felt pens to transfer designs on to pre-cut-out shields. The teaching and the standard of the pupils' work in these lessons were satisfactory or better. Discipline in both lessons was good and the pupils behaved well and got on sensibly with their tasks. These lessons linked well with the pupils other work in history, and in particular the visit to Kenilworth Castle. The pupils were later seen testing their shields by throwing sponge balls at them. The pupils knew that their shield had to meet two criteria: that the handle would be strong enough and that the shield would protect them. The test was successful and there were no injuries sustained!
73. In the work seen in art and design a good range of materials had been used. There was evidence of both two and three-dimensional work including fabric and clay work. Sometimes however pre-cut templates for pupils to work on had been used when a more creative approach could have been used.
74. From the work seen in **design and technology**, and through talking to pupils, it was evident that they knew well the process of design, planning and making. The pupils were able to explain how they had not only to draw their design, but had to think about and write down the criteria their model had to meet. They also knew that they had to consider what materials and tools they were going to use, how things were to be made and fastened. They are aware that their ideas have to be evaluated and ideas given on how it might be improved.
75. In **music**, only a small number of lessons were seen but pupils were heard singing in both year groups and during the assemblies. The headteacher, who takes all of the children for music lessons, is a very accomplished musician and her expertise ensures that the pupils build effectively on the skills they have previously learned. The pupils sing very tunefully, with good diction and thoroughly enjoy the lessons. The pupils take part in concerts and music groups visit the school. The positive picture of music has been maintained since the previous inspection.
76. In **physical education**, the pupils are provided with a wide range of opportunities to develop their skills. The grounds are extensive and the recent addition of safe outside play equipment enables the pupils to engage in a range of climbing, balancing and jumping activities during playtimes and lunchtimes. All classes are taught dance, games and gymnastics on a regular basis and, in the small number of lessons seen, the pupils demonstrate good skills in all areas of gymnastics. They show a good appreciation of space and they moved round the hall sensibly. The school has identified the need to make gymnastic sessions 'livelier' and this will strengthen the subject further. The good picture of physical education has been maintained since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. The school has a well-planned and effective programme that is taught through a range of subjects. The effectiveness of the programme is seen in the quality of the pupils' attitudes, behaviour and understanding of other cultures and religions.

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	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	3
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	3
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).

