

INSPECTION REPORT

TROSNANT INFANT SCHOOL

Havant

LEA area: Hampshire

Unique reference number: 115912

Headteacher: Mrs D Nottingham

Lead inspector: Mr P Lewis

Dates of inspection: 7 – 9 June 2004

Inspection number: 258241

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 4 - 7
Gender of pupils: Mixed
Number on roll: 163 (full-time equivalent)

School address: Stockheath Lane
Leigh Park
Havant
Hampshire
Postcode: PO9 3BD

Telephone number: 023 9247 5673
Fax number: 023 9247 5673

Appropriate authority: Governing body
Name of chair of governors: Mrs J Morse

Date of previous inspection: 16 March 1998

CHARACTERISTICS OF THE SCHOOL

The school serves a mixed area within a large estate in **Havant**. It is smaller than other primary schools with 163 pupils who come from a wide range of social and economic backgrounds. A very small proportion come from minority ethnic families and nearly all pupils speak English as their first language. The percentage of pupils claiming free school meals is well above the national average. Pupils starting school this year have attainments that are well below average which reflects the situation in previous years. The proportion of pupils having special educational needs is above average at just over 34 per cent. Although some of these pupils have significant difficulties, most of these pupils are a little behind their peers and only one has a Statement of Special Educational Needs. The percentage of pupils leaving or joining the school at other than the normal time is above average.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------|----------------|---|
| 21351 | P Lewis | Lead inspector | Mathematics Geography Music Physical education Religious education English as an additional language Personal social and health education |
| 19322 | J Bedawi | Lay inspector | |
| 13122 | S Matthews | Team inspector | English Art and design History |
| 17907 | M Bowers | Team inspector | Science Information and communication technology Design and technology Foundation Stage Special educational needs |

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

| | Page |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 8 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 17 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES | 19 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS [AND COURSES] IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 30 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Trosnant Infant School provides a **very good** education for its pupils with many excellent features. Although pupils enter school with standards that are well below those of children of a similar age, they achieve very well and attain standards that are just below average in English, above average in mathematics and in line in science. This is due to significant strengths in leadership and management across the school, which are excellent, and in the quality of teaching which is very good overall. As a result, the school provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher, senior managers and governors have an excellent understanding of the strengths and weaknesses of the school and, as a result, actions taken to secure improvement are highly effective.
- Pupils' attitudes, behaviour and personal development are all excellent and have a considerable impact on their learning.
- Procedures to provide support and advice for pupils are very good, as is the degree to which the school listens to its pupils' views.
- All staff, including support and administrative staff, know the pupils exceptionally well and are committed to provide the best education for them.
- The leadership of the Foundation Stage is excellent in providing young children with a flying start to their education.
- The overall quality of the curriculum is very good, and the school's development of its curriculum is exceptionally creative and innovative.
- The quality of teaching overall is excellent, and the use made of assessment information in planning appropriate work for pupils of all abilities is very good and is a considerable strength.

There are no significant weaknesses in the school.

The improvement since the last inspection is very good. The headteacher has provided a clear focus upon improving pupils' learning through rigorous self-evaluation and taking effective action. As a result, standards have improved, all the weaknesses reported have been addressed and strengths noted at that time have also improved.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| reading | E | E | E | C |
| writing | D | E | E | B |
| mathematics | C | E | D | B |

*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*

Results of the 2003 national tests were that attainment was average in reading and above average in writing and mathematics when compared with similar schools. There is very clear

evidence that the number of families eligible for free school meals (on which the similar schools results above are based) is much higher than the numbers who claim them. Results in the table above have therefore been increased to reflect this. These pupils entered the school with standards that were well below those normally found, which is similar to the attainments of children now entering the school. Inspection evidence shows that the school's strong focus on improvement in reading and in mathematics, in further developing its curriculum and the very good use that is made of assessment have been successful in raising standards so that by the end of Year 2 standards are now above expectation in speaking and listening and mathematics, below average in reading and writing, and above average in mathematics. Achievement is **very good**, and this is also the case for pupils with higher attainment, while for those with special educational needs achievement is **excellent**. Standards in information and communication technology (ICT) and in religious education are in line with those expected. Pupils with special educational needs receive excellent support in class, and when supported by teaching assistants in carefully planned groups and make excellent progress in relation to their prior attainment.

Pupils' personal development is **excellent**. It is exceptionally well promoted through the **excellent** provision for their moral, social and spiritual development and the **very good** provision for their cultural development. Pupils' behaviour in lessons and at other times is excellent and all have excellent attitudes to their learning. Although attendance is unsatisfactory, the school's excellent efforts to secure improvement have been successful. Punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The quality of teaching is **very good** overall, with over half that is excellent and so pupils learn as fast as they are capable of and make very rapid progress. This is because good relationships, the highest expectations and interesting activities enthuse them and support their learning well. There is a no teaching that is less than good. Teachers' use of assessment is very good overall and this enables them to plan lessons that fully challenge all pupils. The curriculum is clearly based on national requirements and is superbly supported by the school's commitment to continuing and worthwhile review, its focus on establishing 'readiness for learning' through its excellent systems of care as a vital starting point for learning and by exceptionally good links with parents and the community. Parents' excellent knowledge of and support for the school have a significant impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management throughout the school are **excellent**. This is because the school's analysis of its effectiveness is accurate and clearly focused on continuing improvement in standards. As a result, appropriate actions to extend the curriculum and further increase teachers' effectiveness are clearly identified and this excellent management has had a positive impact on raising standards. Subject leaders are exceptionally well supported in their role and are enabled to evaluate the effectiveness of their subjects and to plan appropriate action. Governors' understanding of the strengths and weaknesses of the school is excellent and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have an exceptionally positive view of the school and have no significant concerns. Pupils who were spoken to during the inspection thoroughly enjoy being in the school, know that they are encouraged to work hard and that they are consistently supported and looked after.

IMPROVEMENTS NEEDED

There are no significant weaknesses in the school's provision and the school's development planning comprehensively identifies appropriate areas for continuing development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement overall is very good. While standards are now below average in reading and in writing, they are average in speaking and listening and in science and above average in mathematics by the end of Year 2. The achievement of pupils with special educational needs and is excellent and is very good for those with higher attainment because of the way in which work is planned to reflect their needs.

Main strengths and weaknesses

- Standards have risen in speaking and listening and mathematics.
- Pupils' achievement is excellent in English, mathematics and science as a result of strengths in teaching and assessment.
- Pupils achieve well in ICT and, as a result make rapid progress.
- Excellent teaching for pupils with special educational needs has a positive impact on standards.

Commentary

Foundation stage

1. Inspection evidence indicates that children enter the reception classes with well below average attainment in mathematics, knowledge and understanding of the world and creative and physical development. However, most enter reception with skills in speaking and listening, writing and reading that are very low. Overall, children achieve exceptionally well and, as a result, are likely to achieve the Early Learning Goals in personal, social and emotional development, in mathematical development, and in physical and creative development and knowledge and understanding of the world. Lower standards on entry mean that, while most will achieve the expected standards in communication, language and literacy by the time they enter Year 1, their written language development remains below expectation.

Results in national tests

2. The results of the 2003 national assessments for pupils in Year 2 showed a similar picture to the standards noted in the last report. Standards in reading, writing were well below average and, in mathematics were below average when compared with schools nationally. When account is taken of the actual proportion who are eligible for free school meals, results were average in reading, and above average in writing and in mathematics. Although the trend in the school's results was slightly below the national trend, the school's focus on raising standards has had a positive impact on pupil's achievement and this is shown clearly in the greater proportion of pupils that are working at the higher Level 3 in English and in mathematics.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
|---------------|----------------|------------------|

| | | |
|-------------|-------------|-------------|
| reading | 14.1 (14.4) | 15.7 (15.8) |
| writing | 13.6 (13.1) | 14.6 (14.4) |
| mathematics | 15.8 (15.3) | 16.3 (16.5) |

There were 54 pupils in the year group. Figures in brackets are for the previous year

3. Pupils throughout the school achieve very well as a result of skilled teaching and the impact of clear strategies for improvement recently introduced by the school. Inspection evidence confirms that standards have risen to below expectation in English, in line in science, and above expectation in mathematics at the end of Year 2, and that a higher proportion are working at the higher Level 3 in English and in mathematics. Pupils with special educational needs are excellently supported and because of this, achieve excellently in relation to their prior attainment. In a similar way, lessons are planned to cater appropriately for those with higher attainment and, as a result, their achievement is very good. Standards in ICT are in line with those expected following the investment in resources and training made by the school. In religious education and other subjects where it was possible to make a judgement, standards are broadly in line with those expected while standards in music are above average.
4. There is a good range of planned opportunities for pupils to apply their literacy and numeracy skills effectively in subjects like science, history, geography and religious education. In a similar way, pupils use their skills in ICT effectively in other subjects, which has a positive impact on their achievement.

Pupils' attitudes, values and other personal qualities

Pupils love school and have outstanding attitudes to learning. Their behaviour is excellent. The innovative nature of spiritual, moral, and social opportunities is outstanding, leading to rapid development of pupil's personal qualities. Pupils' cultural development is very good. All relationships are impressive. Attendance is unsatisfactory but there are excellent and exceptional strategies securing ongoing improvement.

Main strengths and weaknesses

- Pupils relish learning because they receive positive encouragement and praise, so that they want to work hard.
- Pupil behaviour is exemplary, aided by the support of 'Maxine, the Wise Owl'.
- Spiritual, moral, social and cultural development allows pupils to successfully gain in confidence and self-esteem.
- The superb relationships ensure that pupils stay happy and love school.
- The high profile given to attendance and punctuality is most successfully bringing about positive sustained improvement.

Commentary

5. Pupils of all abilities are enthusiastic learners, loving lessons. Pupils with special educational needs are keen to learn. They make friends quickly with other classmates and excellent relationships develop rapidly. They are confident and self-assured in their work and are fully included in all that happens in the school. Children have formed friendly, trusting and secure relationships with the teachers and learning assistants who work with them. Pupils participate outstandingly well in discussions, thinking about

questions that set a considerable challenge, yet confident enough to give full answers. Pupils know what is expected of them, working with a real sense of purpose and maturity. They concentrate on work when it is difficult, trying to sort things out for themselves before seeking help. Pupils happily help each other but also work with impressive independence and responsibility, not often seen in infant pupils. Praise and encouragement from all staff, motivates pupils to work hard and achieve highly, so that they really 'fly'.

6. Pupil behaviour is excellent. The aim of '*Catching Children Being Good*', is totally realised in every aspect of school life. The innovative use of '*Maxine Owl and her Maxettes*', captures the imagination of pupils and adults so that '*Maxine Lives!*' Positive behaviour and rewards are reinforced by using these glove puppet characters who embody the very highest expectations of behaviour, attitudes and morals, clearly understood and promoted by the pupils themselves. There are other exceptional 'spin-offs'. Pupils voluntarily do work for Maxine in school or at home, and this is publicly displayed. They write letters to her, improving their writing skills and she is a great comforter on the few occasions when pupils feel sad. Parents think this system works wonders with their children. There are no exclusions because staff are highly successful at working with parents to manage the most difficult pupil behaviours.
7. Provision for pupils' personal, spiritual, moral, social and cultural development is excellent overall. It is very effectively planned and takes place across all curriculum subjects and in a range of very specific activities.
8. Provision for spiritual development is excellent. There is a strong spiritual element in class and whole school assemblies and pupils can choose to reflect or pray. They have the opportunity reflect on the value of creativity and the wonders of the natural world. The discovery of three stag beetles in the playground was the occasion for much awe, wonder and excitement. Pupils instinctively understood that they were very privileged to meet such creatures and showed great joy in observing them. Music is used very effectively in establishing the atmosphere for worship or reflection and pupils clearly enjoy this form of expression. Pupils show a good knowledge of the story of Jesus and of celebrations such as Divali.
9. Pupils are encouraged to develop a strong moral awareness and there are clear codes of behaviour in the school. Provision for moral development is excellent. Pupils are encouraged to think about everyday morality and the theme for the inspection week was keeping promises. They care for each other very well and no pupil needs to be without playmates because sitting on the friendship bench immediately brings a kind response from others.
10. Social development is also excellent. Pupils make a real contribution to the life of the school by helping to clear up and give out books. They take real responsibility around the school and understand what it means to work with adults on behalf of their school. Pupils go on a variety of visits and are involved fund raising activities that also contribute well to their social development and to real awareness of what it means to be a good citizen. The teaching and other staff provide excellent role models for pupils in the school. They really listen to pupils and value their opinions.
11. Cultural development is promoted very well. Pupils are introduced to many kinds of music and literature. They participate in a range of creative activities in music and these

are used very effectively in assembly. Pupils are made particularly well aware of their own local culture but also learn about the wider world in a variety of areas for example in the African stories about Anancy.

12. All relationships are excellent. Pupils enjoy being together. They befriend others who feel lonely, so that no-one sits on the playground 'Friendship Bench' for very long. No bad behaviour was seen. Bullying is exceptionally rare because adults encourage pupils to mediate with each other, to discuss and resolve any minor disputes well before they can escalate. All pupils regard each other as equals, no matter what their ability, background or culture. This school community celebrates its social and racial harmony with joy.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.2 | School data | 0.6 |
| 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.

13. Although attendance has been well below average over the past 3 years, the school's excellent attendance and punctuality improvement programme, in collaboration with the educational welfare officer and the educational action zone, has resulted in significant improvements. There has been a rapid improvement in the rates of attendance. The many exceptional school-devised strategies are successful in meeting individual family needs. For example, friendly office staff remind parents about absence or punctuality, often preventing further action; the Headteacher considers frequent absence for illness or holiday requests individually and does not automatically authorise absence. Pupils with attendance difficulties are collected from their homes, using the shared school minibus. Part of the school's 'wrap around care' involves the provision of a breakfast club and after school care, both of which have a positive impact on pupils' attendance. Pupils receive attendance and punctuality rewards with families praised for improvement. There is no 'let up' on attendance. The most crucial success factor is that the work to raise the profile of attendance with parents has promoted a real change in attitudes. Parents now understand the link between good attendance and good learning and support the school in raising attendance.

Exclusions

14. There have been no exclusions at the school as a result of the success of its behaviour management strategies and the excellent degree to which pupils' personal development is promoted.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for its pupils. A focus on improving the quality of teaching and learning through constant evaluation and innovative action has had a very positive impact on pupils' achievement. The school recognises that more remains to be done, and has appropriate plans in place to improve further.

Teaching is very good throughout the school, with over half that is excellent and with no teaching that is less than good. This marks a considerable improvement over time since the last inspection. The school has invested considerable time in supporting teachers through developments in the curriculum so that the good standards noted in the previous inspection have developed even further. This has had a very positive impact on pupils' achievement so that they all learn very well and make very good progress. Assessment is excellent and the information available is used thoroughly and consistently by senior managers, teaching and support staff in planning how to move pupils forward.

Main strengths and weaknesses

- Teachers have very high expectations.
- Excellent support from skilled teaching assistants helps pupils to move forward.
- There is excellent inclusion of pupils with special educational needs and those with higher attainment.
- Teachers' subject knowledge is very good which results in increased challenge for all pupils.
- A very good range of assessment information is used consistently in planning work for all pupils.
- In all lessons there is a good use of discussion and questioning to challenge pupils.
- There is an excellent partnership between teachers and teaching assistants.
- Assessment is excellent and as a result, pupils' understanding of how they can do better is very good.

Commentary

15. The table below indicates the quality of teaching seen across the school. Teachers place learning first in their planning and collaborate excellently in teams across the school and in year groups to ensure that strengths are shared and that there is a comprehensive understanding of all pupils. The school's focus on raising standards, particularly in English and mathematics has had a very positive impact on the way that teachers use skills that are taught in these core subjects to move pupils' learning forward very rapidly in all subjects. Parents and pupils are very positive about the teaching staff. Pupils especially feel that their teachers help them to learn well.

Summary of teaching observed during the inspection in 33 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|------------|-----------|--------------|----------------|------|-----------|
| 16 (48.5%) | 12 (36.4%) | 5 (15.2%) | 0 | 0 | 0 | 0 |

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

Common strengths

16. The very best lessons share some common strengths that support the quality of pupils' learning exceptionally well. Teachers make use of a broad repertoire of styles that enables all pupils to understand what is expected and take a full part in activities and discussion. These lessons are run at an excellent pace and with clearly stated high expectations that fully stretch all pupils. Excellent support from skilled and well-informed teaching assistants means that those with special educational needs have opportunities to work in small groups with adult help. Excellent questioning and discussion enables pupils to think carefully and develop their understanding while considering the contributions made by other pupils.

Consistently excellent and very good teaching throughout the school

17. Very good teaching was observed in all classes during the inspection but a significant strength of the school is the high percentage of excellent teaching observed. This is a significant factor in the improving standards. The quality of teaching of children in the Reception classes is excellent overall and is particularly good in relation to their social development. In the very best lessons in Years 1 and 2, the teachers used very good subject knowledge to challenge all pupils through activities and questioning directed at individuals and the whole group. Tasks were precisely planned in relation to pupils' abilities and teachers had the confidence to adapt the planned activities in response to the work that pupils were doing, which promoted very rapid learning for all groups.

Excellent teaching in English and mathematics

18. In all classes English is taught exceptionally well. Teachers have a very secure subject knowledge and use this to provide a variety of stimulating lessons that motivate and, in the best examples, inspire pupils. Teaching in mathematics is also excellent overall. This is because the work is extremely challenging for pupils of every attainment. Class teachers and teaching assistants work exceptionally well in ensuring the right level of support for all pupils. The most able pupils are very well challenged in English and mathematics as a result of teachers' excellent knowledge of these subjects, and the way in which assessment information is planned to make learning precise.

Effectiveness of teaching and learning for pupils with special educational needs

19. The quality of teaching and learning for these pupils is excellent. Sensitive, accurate assessments very effectively direct teachers' planning, carefully prepared individual, and group education plans ensure pupils' on going achievement towards their short-term learning targets. Excellent knowledge of these pupils' current levels of achievement enables teachers and teaching assistants to encourage them in whole class discussions because they can frame and direct suitable questions. This raises the children's self-esteem making them feel valued members of the class. Excellent use is made of small group activities where small numbers of lower attaining pupils work with skilled and enthusiastic teaching assistants who work in close collaboration with teachers. A high level of importance is placed on the development of speaking and listening skills. This encourages pupils to concentrate and persist in their work. Very good use is made of ICT and specific English and mathematics programs are used systematically to help children sustain their levels of interest and concentration. It also helps them to increase their knowledge and skills. All assessments are centred around the learning targets on pupils' education plans. These working documents are reviewed regularly with learning targets changed or up graded according to the achievements of the pupils.

Assessment

20. Assessment procedures have improved significantly since the last inspection and are now excellent overall. Pupils are tested frequently in English, mathematics and science. The statutory test results are very thoroughly analysed so that all staff have a clear picture of pupils' attainment. This data is used rigorously in planning subsequent work.

21. Tracking systems are a clear strength and, because they are focused on the progress that pupils make, they are used very well to help teachers in planning future work. Teachers consistently give pupils very good verbal feedback on their work, and the marking of work is appropriate and very helpful in giving pupils a clear picture of whether they have learnt what was intended. Very good whole-school expectations for how teachers' day-to-day assessment is recorded are linked to the targets that show the expected learning.
22. The school's rapidly developing focus on involving pupils with their own targets is very successful in ensuring that pupils are fully aware of the steps they will be taking in their learning. This motivates them exceptionally well and, as a result, has a significant impact on the standards attained. A comprehensive set of assessment procedures are in place for pupils with special educational needs, giving teachers opportunities to measure pupils' progress and diagnose individual children's needs before planning the next set of learning tasks. Group and individual education plans are working documents and a key instrument in the ongoing education of each of these pupils. Examination of pupils' previous work and teachers' planning shows that assessment information is used just as consistently in planning appropriate work to extend the most able pupils as for those with special educational needs.

The curriculum

The quality and range of the curriculum provided by the school is very good. Pupils benefit from a variety of learning experiences that are well planned and meet their needs very well. The school provides the full range of areas of learning at the Foundation stage and for pupils up to the end of Year 2. It meets the requirements of the locally Agreed Syllabus. Provision for children with special educational needs is excellent. The approach to planning and development is exceptionally strong as the school sees curriculum development as essential to the community ethos of the school. It regards personal, social, health and citizenship education as vitally important as a way of developing the school within the local community and in this it is outstandingly successful.

Main strengths and weaknesses

- The curriculum in Reception is very good.
 - Provision for the development of literacy, numeracy and personal, social and health education is excellent.
 - The school is very inclusive and provision for pupils with special educational needs is excellent.
 - Outstanding support for learning is provided by teaching assistants.
 - The quality of accommodation is affected by lack of space and insufficient toilet provision.
23. The school is fully inclusive and fosters the development of all pupils exceptionally well. It provides very well for those with special educational needs in the classroom and in the one to one and small group experiences that supports pupils who find some aspects of school life more challenging.
 24. Since the last inspection the literacy and numeracy strategies have been effectively introduced and provision for pupils' personal and social education is now excellent. The school provides a very rich learning experience for its pupils. Planning has a focus on

learning through play as well as in the classroom situation and use of role-play is very effective. Learning is planned very well and the theme-based approach creates very good opportunities for pupils to develop a range of skills and knowledge. Work related to the local community, for example the park, enhances learning in many areas for Year 2 and pupils go on a variety of visits that enhance learning in humanities and arts subjects. Planning across the year groups is excellent and very experienced teachers manage most subjects. The school is highly innovative and has recently been considering initiatives successfully introduced in Belfast to enrich the curriculum through the provision of opportunities for role-play.

25. The provision for the teaching of literacy skills is excellent. Literacy lessons are very well planned and there are extra sessions for writing and reading. Speaking and listening skills are encouraged in lessons and in assembly. Skills, such as extended writing, labeling and note taking, are developed very well in the varied learning activities. Pupils read to adults frequently and there is a clear focus on encouraging reading skills and a love of books. Regular activities such as story time and show and tell are enjoyed by all pupils and promote literacy skills very well.
26. Pupils with special educational needs have full access to all aspects of the curriculum. Those with Statements receive the support they require although their rate of learning is particularly slow and they are working well below the levels of their classmates. Carefully planned learning activities that include small steps to success, with suitable challenges and the support of suitable ICT software and visual equipment are usually provided.
27. The personal, social and health education of pupils is exceptionally well developed. It is taught in specific lessons and is included in many lessons. Social and health topics are discussed in subjects such as science and religious education as well as in class assemblies and circle time. Staff are excellent role models for pupils. The school has all the required policies, for example for sex education. Planning for progression is very good and pupils are very well prepared to move to the next stage of their education.
28. The school provides a very good level of activities outside the normal teaching day which have a positive impact on pupils' attitudes to learning and to the standards that they attain. Pupils can join in choir, music and other activities and play equipment is available for their use at break times. Trips and visitors enrich their learning and during the inspection visits to the local park were used in a variety of subject areas particularly geography and English. Educational visits are very popular and pupils enjoy going to Hambledon village and to Stanstead house for a Victorian day. The school environment is a resource for lots of activities as it has trees, a pond and wildlife areas.
29. The majority of teachers are very experienced and provision of teaching staff is excellent at the Foundation Stage and very good overall. The school is particularly fortunate in the quality of its teaching support staff who make an excellent contribution to all aspects of school life. The school building is very pleasant and has some valuable specialist areas, for example for cooking and music. However space in classrooms and for storage is limited and toilet provision, particularly for adults is inadequate. The school grounds are an excellent resource for learning either through play or in more formal activities.

30. Resources are very good in reception classes and good overall. The library is well stocked and managed and the school now has a range of ICT resources including an interactive whiteboard.

Care, guidance and support

The impressive whole school focus on care, welfare, child protection and health and safety, provides total and excellent *'wrap around care'* for every pupil. The monitoring systems and practices that ensure rapid progress in learning are excellent. The way that all adults listen to pupils, together with the quality of mutual trust and respect, is outstanding. The school listens to its pupils exceptionally well and places considerable importance on their views.

Main strengths and weaknesses

- All staff work exceptionally well together to provide the very best pupil *'wrap around care'*.
- Excellent monitoring practices enable pupils to make impressive gains in learning.
- Pupils trust, respect and feel comfortable with the staff.
- New pupils settle very easily due to the exemplary staff and pupil support.

Commentary

31. The total *'wrap around care'*, support and dedication provided by the whole staff team is excellent. It starts well before the formal school day and is extended by many different after school activities. Pupils are cherished, quickly learning that they are very special people. Following their headteacher's excellent lead, staff have impressive knowledge of their pupils, able to bring out strengths that are not always immediately obvious. Role play, the involvement of *'Maxine'*, continuous praise and positive encouragement are all used to help pupils who are shy, lacking in confidence, or with other learning, behavioural or medical needs. If additional support is required, agreed strategies are shared between child, home and school through a daily diary.
32. Pupils are helped to communicate and express their views in 'circle time' discussions as part of the excellent personal development programme. They learn to make responsible choices and decisions with increased independence. The school has adapted an American system *'You can do it!'* to improve pupil concentration, organisation and persistence, with positive results. The impact on pupil self-esteem and confidence as they realise they can succeed and learn, is immeasurable. The school never gives up on its pupils or their families. Any external support is accessed quickly so that barriers to successful learning fall away. Nothing is too much trouble. Staff often go far beyond their required duties to offer help. School procedures and awareness of child protection and health and safety issues are excellent, dovetailing neatly into the comprehensive care package. There is an exceptionally high level of friendly, alert adult supervision at break and lunchtimes. The school even analyses its data on minor accidents to see how to improve. No health and safety issues were noted.
33. Monitoring of academic attainment, progress and achievement is excellent. It is tightly focussed on rapid early intervention, accurate assessment of individual learning needs and regular review, to enable the best possible learning outcomes for all pupils. Individual academic targets are challenging yet realistic and assessed frequently to ensure the learning momentum. In discussion, pupils generally have a very good

awareness of how to do better. Targets are shared with parents. Staff are highly competent, planning precisely and monitoring small group or one-to-one work to support achievement in all subjects, for pupils of all abilities. The highly trained teaching assistants provide excellent pupil support, working closely with class teachers. The end result is that pupils of all abilities and aptitudes make excellent and very rapid gains in learning from a very low entry profile.

34. Staff have excellent relationships with pupils who have special educational needs. They have a comprehensive understanding of their achievements and developments. This awareness enables them to consistently provide timely and practical advice. Excellent professional relationships exist between the school and various experts who visit regularly to check pupils' progress and to give further advice.
35. Staff make time to listen and talk to the pupils, an absolute priority, knowing that they deserve and need to be heard. Their views and opinions are carefully considered and acted upon when possible. Pupils and known adults trust each other completely and there is strong mutual respect. Pupils know that they can talk easily about their news or any worries because there is always help and a ready smile. They feel extremely comfortable about asking for help, accepting guidance easily.
36. Induction procedures for children starting in the reception classes and for older pupils are outstanding. Parents of reception children participate fully in a carefully designed programme of home visits, ongoing exchange of information and special workshops for children to enjoy with their family. Once children enter the reception class, parents stay with them until they feel comfortable. This later continues on a weekly basis with parents able to stay for a short time to enjoy sharing play activities. Older pupils arriving at other times are particularly well supported by special friends who help them to enjoy their new school. The staff provide gentle support and a watchful eye to ensure that new arrivals settle happily, develop successful friendships and have positive learning experiences.

Partnership with parents, other schools and the community

The parental links with are excellent, thriving and continually evolving, focussed on pupils' needs and learning priorities. Community links are of the highest order. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents, carers and staff work together in a vibrant partnership so that pupils get the best possible education.
- The way that parents are informed about and involved in their children's education is impressive.
- Excellent community links are used to enhance pupil's education.
- School and college links including transfer arrangements are very good.
- Parents have excellent opinions of the school and are overwhelmingly delighted with the education their children receive.

Commentary

37. The partnership with parents, carers and families is excellent. There is a clear intention to provide the best possible education for the pupils. This is more than successfully achieved. Parents are warmly welcomed when they visit and are encouraged to get

involved in their children's learning. Many practical opportunities are available, from hearing readers, helping in lessons or on visits, to learning to cook delicious nutritious recipes. Parents who are less confident about involvement are gently persuaded otherwise, often becoming firm converts. There is no formal parents' association beyond the supporters club, but this does not matter because if the school wants help they are inundated with parental and extended family support, with the Strawberry Summer Fayre raising the most funds. Parents feel overwhelmingly positive about their children's education. The school greatly values this support and commitment and is very open to parental suggestions to further extend the exciting partnership.

38. The quality of information is outstanding. There is easy access to a wealth of information that is parent friendly and extremely useful, including policies and booklets about most aspects of school life. The prospectus and the governors' annual report to parents fully meet statutory requirements and are delightfully illustrated by the pupils. 'Talkback' newsletters give information about school and community events. The quality of annual pupil reports is excellent. They provide an extremely clear picture of individual strengths and areas needing attention and are written in very clear jargon-free language. Precise pupil targets are provided for English, mathematics, science and information and communication technology with a visual tick box system and handwritten teacher comments for other subjects. The headteacher also contributes, as can parents, if they wish. Pupils with special educational needs receive an additional report, closely linked to the progress made against identified targets. There are many opportunities for parents to discuss progress formally or informally. The school provides pupils with excellent 'home challenges' and guidance that enables parents to fully support their children's learning. This system is highly effective in helping pupils to organise their own learning and to develop early research skills, as well as providing a super way of enjoying learning together. In addition, pupils have more usual forms of homework such as reading.
39. The school keeps the parents of pupils with special educational needs fully informed of any changes and they are fully involved in regular discussions. They meet the co-ordinator, class teacher and teaching assistants regularly. All statutory requirements regarding the involvement of parents of statemented pupils in annual reviews are complied with in full.
40. Community links are excellent. The school has an enviable local reputation. The attached early years centre is particularly important providing access to breakfast club facilities and the after school club as well as many community based family support services such as the pre-school playgroup and organised holiday activities, adding considerably to the quality of 'wrap around care' available in and out of school hours. The school has fully utilised the many opportunities offered through the education action zone through staff professional development and involvement in attendance initiatives. Local retired community members who volunteer their time and support pupils' learning are welcomed. Many community visitors including the local Member of Parliament enjoy seeing the school at work. There are very good links to other schools and colleges, including the school to which most pupils transfer. Pupils are very well prepared for junior school with carefully established procedures to ensure that the transfer runs smoothly. Local colleges use the school for national vocational qualification student placements and secondary pupils can do work experience.

41. Parental views of the school are excellent. They offer fulsome praise about every aspect of the schools' work. They are particularly enthusiastic about the Headteachers leadership, the quality of teaching and the brilliant education that their very happy children receive. They expressed no significant concerns of any kind.

LEADERSHIP AND MANAGEMENT

Governance of the school is excellent. The headteacher provides excellent leadership and the leadership of other key staff is very good. The school is managed excellently.

Main strengths and weaknesses

- Governors have an excellent understanding of the strengths and weaknesses of the school.
- The headteacher has an exceptionally clear vision that is shared fully by governors, staff and parents.
- School development planning is clear and precisely focused on improvement.
- Excellent teamwork and a shared commitment to providing the best education possible is a significant strength of the school and at the heart of its effectiveness.

Commentary

42. Governors are very active in the school and show an excellent understanding of its strengths and of planned development. They have ensured that all statutory requirements have been met and they play a key role in all aspects of planning. In consultation with the headteacher and staff, they are able to plan strategically and ensure that finance is directed at those areas which bring about school improvement. Because they know the school so well they are very well placed to challenge and support and they are very clear about their criteria for appointing new members of staff at all levels.
43. The headteacher, excellently supported by the recently appointed deputy, has an exceptionally clear vision, shared with the governors that she is determined to achieve. She has led the school very well through the introduction of national strategies since the last inspection and has used the experience that this provided for staff very well in enriching the curriculum further. There is a sense of joy and excitement in learning which comes from the top. As a result, staff in the school work excellently as a team with a clear commitment to providing the best for the pupils.
44. Subject leaders have a very good understanding of their leadership roles. These are excellently modelled by the rigorous self-evaluation procedures that underpin whole-school development which is clear and closely focused on developing strategies to further improve pupils' learning. Areas for improvement are precisely identified and all staff are involved in tracking the progress of both individuals and groups. For example, the strong focus on targeted improvements in reading and on the development of more refined skills of investigation in mathematics has been instrumental in raising standards in these aspects. Consequently subject leaders have developed a very good understanding of strengths in their subjects and how developments are planned to fit within whole-school priorities. The headteacher ensures that they are given time to

monitor planning, pupils' work and, if necessary, teaching as they work to achieve the targets set out in their individual action plans.

45. The leadership and management of pupils with special educational needs are excellent. There is a thorough professional understanding of the requirements of these pupils and that many have delayed development which, given the current teaching and learning environment, can be rectified quickly. The school is entirely successful in its efforts to achieve this and, consequently these pupils make excellent achievement. The special educational needs provision complies fully with the current Code of Practice. It is continually monitored through the on going scrutiny of pupils' progress as recorded in their individual education plans (IEPs).
46. The budget is very well planned in relation to priorities in the school development plan. The finance officer supports the headteacher and governors very well, overseeing efficient systems of financial management and ensuring that they have the necessary information to prioritise when making spending decisions.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 504,002 |
| Total expenditure | 492,502 |
| Expenditure per pupil | 3,169 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 7,099 |
| Balance carried forward to the next | 11,500 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **excellent** and has improved since the last inspection.

Children are prepared very well for transfer to Year 1. The children enter reception on a termly basis before they are five and, at the time of the inspection, fifty-two children were divided into two classes of similar ability. Almost all have attainments that are well below average when they enter the school. The school works closely with the Bus Stop Playgroup, which ensures that activities follow very clearly, one from another. This ensures that children transfer confidently into the reception class. Excellent administration procedures are in place and parents are fully involved and informed. All children achieve excellently because the teaching is excellent and the curriculum is appropriately planned to provide a range of interesting and relevant activities that are well matched to their needs. All adults set excellent role models for the children and manage them very well. There is a good ratio of adults to children ensuring that the needs of all are fully met. All staff work very well as an excellent cohesive team, carefully monitoring children's progress. The overall accommodation is very good and children have continuous access to a separate secure outside area. The reception classes are well resourced for all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children's achievement is excellent because of the excellent teaching and very high expectations set by the staff.
- Every opportunity is taken to enhance children's development and they are in line to reach the expected goals by the end of the year.
- Supportive relationships have been established and so children feel confident and happy.

Commentary

47. The children's personal, social and emotional development is as expected for their age. There has been excellent progress made throughout the year because a significant number of children entered reception with under developed social skills and found it hard to conform to the high expectations set by staff. Adults are exceptionally good role models for the children and this ensures that they know what is expected of them. Consequently they have learned quickly the best way to behave. Children know routines very well, settle to tasks with the minimum of fuss and behave superbly. The excellent teamwork of the adults in both classes gives the children clear role models for co-operation and a calm by rigorous approach to work. The vast majority of children show interest in what they are doing, concentrate well, even when not directly supervised, and are eager to learn.

48. Children are continually encouraged to feel confident about what they achieve and are reminded of the high standards that the adults expect. They are friendly and take a pride in their work. The excellent 'Social Enrichment' initiative at the beginning of each day is entirely successful in helping children to make choices from a full range of activities, take turns, share equipment and carry on conversations with their classmates and with adults. The 'Planning Time' enables children to organise their day, make choices and be mindful of the rules that underpin many activities. It helps them to understand why rules are so important for the classroom activities to operate smoothly. Children are expected to clear up after themselves, which they do without prompting. The excellent supportive relationships ensure that children feel secure and confident to seek help when required. The gains in learning evident in this area are as a result of the continual reinforcement of rules by the adults, treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children succeed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills and teaching is very good.

Commentary

49. The majority of children are on course to meet the expectations in this area of learning. The weakest element is in the development of children's written language skills where fewer than usually expected numbers are on line to achieve the level. The school places great importance on the development of the children's speaking and listening skills and staff continually engage children in conversation. This develops their ability to listen attentively, learn new vocabulary and practise the art of conversation. Children enjoy books and are spell bound when a story is read to them. Excellent use is made of story time to introduce mathematical language such as when children analyse the story of 'The Three Billy Goats Gruff'. More advanced children develop a visual memory for words and are beginning to use phonic skills to identify new words. They read their storybooks, showing a very good awareness of that words convey meaning. They read pages of their books accurately using picture clues to analyse the written text. Excellent teaching strategies extend children's handwriting skills; with less mature children developing early styles of writing, which include recognisable letter shapes. They write their name. The more advanced children independently write words, phrases and simple sentences, which include acceptable phonic approaches to spelling. All children are taught to hold pencils correctly and to form legible letters and words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **excellent**.

Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning, which ensures that children make excellent progress.
- Every opportunity is grasped in all activities to promote children's mathematical development.

Commentary

50. Teaching and learning are excellent. Teachers plan a full range of interesting and challenging activities to promote mathematical understanding. Most children are working at levels expected for their age. Higher attaining children are beginning to count forwards and backwards to and from 20 with lower attaining classmates handling numbers to and from six. Excellent use is made of a number of interesting mathematical games that help children apply their counting skills and work together. Higher attaining children are beginning to understand the arithmetical process of putting a number in your head then counting on from it to add two numbers together. Children are beginning to count on in twos and they create pictograms of numbers of peas in pods. They use a programmable toy accurately to check a distance, accurately comparing it with their original estimation. They connect their number values with repeating patterns as they count and colour the petal of model flowers they have constructed. A regular excellent initiative is the weekly mathematics session with family members. Here a variety of mathematical games, including skittles, mathematical model making and computer software is set up, enabling parents to work with their children. This gives them every opportunity to observe and find out how the subject is taught, work alongside children and meet the staff. The session is very popular and well attended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.
- Children benefit from a full range of practical activities.

Commentary

51. Teaching and learning are very good and children achieve very well. Most are working at levels close to those expected for their age. A very good variety of appropriate interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, children grow beans. They regularly observed their rate of growth, carefully using plastic blocks to measure their height. Other children use magnifiers to examine the life cycle of a frog. They talk excitedly about how the tadpole grew its legs then its tail disappeared. They are aware of its needs and ensure that sufficient stones are available for the frogs to climb out of the water. Older or more advanced children use reference books to check their observations highlighting the way that areas of learning are developed effectively alongside each other. Children talk with a sense of awe about a displayed snakeskin and use everyday materials to create a replica of it. They gain introductory insights into customs of other cultures by wearing their costumes and clothing. Key stories from the Old Testament, for example the story

of Noah, are told and acted out and visits around the locality develop children's understanding of a sense of place.

PHYSICAL DEVELOPMENT

Provision in physical development is **excellent**.

Main strengths and weaknesses

- The school has an excellent outside play area, which is used continuously.
- Many opportunities are taken to involve children in both physical activities and role-play.
- A full range of opportunities are identified for children to dance, experiment with movement and develop their fine motor skills.

Commentary

52. Children have a full range of opportunities to use the spacious outside play area. Areas are demarcated to enable children to ride wheeled vehicles, to be involved in role-play and to play with small equipment. Achievement is excellent and children are on line to meet the expected goals by the end of the year. During a movement lesson in which teaching and learning were excellent, children were challenged to curl up as a seed (reflecting their work in knowledge and understanding of the world) then slowly uncurl and stretch to represent the seed growing into a stalk then a flower. This theme was continued as children travelled around the hall as jumping, runner then broad beans as they practised balance and poise. Adults enthusiastically joined in and supported the children as they assembled mats, benches and hoops. This gave the children additional ideas to extend their thoughts and actions relating to 'growing things'. Excellent use was made of demonstrations as children confidently demonstrated their routines for the rest of the class to observe and copy. More advanced children were beginning to join movements together. A full range of classroom activities enable children to practise and extend their fine motor skills, including sketching, using the mouse on the computer, threading and patterning and moulding dough and clay.

CREATIVE DEVELOPMENT

The provision for creative development is **excellent**.

Main strengths and weaknesses

- Children's creativity is enriched through work in many areas of learning.

Commentary

53. Standards are at expected levels and skilled teaching ensures that there are excellent opportunities for children to enrich their creative skills. In the outside play area children set up the chairs in the form of seats on a bus. They dress up, board the bus, tell the 'driver' where they are going and have conversations with him about where they want to get off. The driver simulates the bus being driven and calls out when they are approaching their destination. Their conversation is enhanced through their involvement in imaginary play. Other children use building blocks to construct imaginary towns, moving vehicles along the roads as they travel from one venue to another. Children

paint imaginative patterns, showing confident ability to apply paint to paper. They use pastels and chalk to create the essence of a growing plant and they use the computer to create futuristic patterns.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **excellent**.

Main strengths and weaknesses

- Pupils' achievement and attitudes are excellent.
- Teaching and learning are excellent; the promotion of skills in speaking, listening and reading are outstandingly effective.
- Support staff, volunteers and parents are making a really valuable contribution to learning.
- The development of English is highly effective because of the very high quality of leadership and management.

Commentary

54. Standards in English are just below the national average at the end of Year 2 although standards in speaking and listening are similar to those found in the majority of infant schools. The inspection findings confirmed the standards found in tests and teacher assessments. This indicates exceptional progress encouraged by excellent teaching. Attainment on entry is well below average and these results reflect the very good level of achievement observed during the inspection and the excellent progress made in lessons and revealed in work over time. Pupils' attitudes are excellent because, while being taught how to read and write with confidence, pupils are also encouraged to be creative and imaginative and to work together. The promotion of skills in reading is exceptionally effective and writing is taught very well. The literacy strategy has been effectively introduced and there are very good systems for monitoring what is taught and for assessing pupils' attainment and progress. There has been a very good level of improvement in all aspects of work in English since the last inspection.
55. Pupils are good at speaking and have sound listening skills because they have many opportunities to discuss their ideas. In the reception classes pupils are provided with a secure basis for work in the National Curriculum and in all year groups speaking and listening skills are developed through discussion activities for example in circle time. Pupils are able to speak confidently to adults and in assemblies because they are given lots of opportunities to do so. Year 2 pupils can generate ideas in class - for example in discussing the use of dictionaries, very well. The highest attaining pupils are able to explain their ideas clearly when talking about their favourite books and individuals can provide clear instruction to help visitors understand aspects of life in school. Pupils in Year 1 have a very good understanding of rhyme and poetry is very popular. Teachers provide many opportunities for listening and the use of role-play and puppet theatres provide lots of opportunities for conversation. Phonics work is very important and pupils listen very carefully to letter sounds and use these skills to help them in reading.
56. The teaching of reading is a strength of the school. Although overall skills in reading are

below average, there are competent and accomplished readers in both year groups and the achievement of most pupils is exceptional. Pupils enjoy books and take pleasure in reading and the higher attaining pupils read with real confidence and expression. Lower attaining pupils use a variety of strategies to support their reading including the use of phonics and picture clues. The school uses a reading scheme and pupils also choose from a range of books, fiction and non-fiction in the classroom and the library. Experienced teaching assistants and volunteers support pupils very well in class and pupils take home a variety of books to share with their family. Reading is carefully monitored and pupils make such exceptional progress because parents are actively involved. Pupils can explain how to find a fiction books in a library and understand how to use an index because they have access to a wide variety of books and excellent support. The achievement of boys is particularly good as a result of the high quality of provision.

57. Standards in writing are clearly improving although overall standards are below average. Individuals produce high quality, detailed and accurate work and all pupils are progressing well. Achievement in writing is so good because pupils complete specific practical written tasks in most subjects. By Year 2 work is usually presented well, with most pupils being able to use joined up writing appropriately. Some are good at using computers although lower attaining pupils find difficulty in changing fonts. The majority, including those with special educational needs, can write sentences and write stories because they have frequent opportunities to write and because these skills are well taught. In lessons there is always a good link between the reading activity and the writing task, which in turn links with a theme or topic, for example a recent visit to the local park in Year 2. Pupils can write for different purposes and audiences including letters and invitations. Year 2 pupils are able to explain the use of the speech marks and exclamation marks.
58. Teaching is excellent. Teachers monitor learning very well. Pupil's work is assessed and marked accurately and this information is used in the planning for groups within the class. Targets are very clear and pupils understand how they can progress. There is a very good match between the teaching strategies in use and the needs of the pupils and this helps them to succeed. Pupils with special educational needs are given the kind support that enables them to make real progress. The work of support staff is exceptionally good. Teachers have high expectations of their pupils and encourage independence in their learning. The literacy hour is planned very well and teachers are prepared to change plans if ongoing assessment shows that pupils need more time or support. In many lessons pupils make very excellent gains in learning because of the quality of questioning, the effective use resources and the quality of support staff.
59. The coordinator provides excellent leadership and management because everyone works as a team. Procedures for assessment and of planning across the year groups are very effective. Resources have been chosen well and they are used very effectively. Pupils' work is enriched by links with other subject areas that have been developed very well.

Language and literacy across the curriculum

60. Staff ensure that pupils have many opportunities to use their literacy skills very well in other subjects. Teachers plan systematically to develop writing skills in other subjects by, for example, developing report writing skills in science or factual writing in history

and geography. The very good use of ICT promotes pupils' use of English very well and there are a wide range of planned opportunities for pupils to develop their speaking and listening skills through discussion and the rapidly-developing enrichment activities that are taking place.

MATHEMATICS

Provision in mathematics is **excellent**.

Main strengths and weaknesses

- Standards have improved, and are now above average.
- Excellent teaching throughout the school is characterised by good pace, challenge and high achievement.
- Higher attaining pupils and those with special educational needs are exceptionally well challenged.
- Pupils' use of mathematics through other subjects is planned systematically and provides excellent support for their learning.

Commentary

61. Standards in mathematics were around average at the end of Year 2 in 2003 when compared with similar schools, with a low percentage of pupils achieving the higher level, as the school's targets indicated. The school has worked hard to raise standards through, for example, focusing on more investigative work in mathematics and planning a greater range of opportunities for pupils to use their mathematical skills in other subjects. Assessment procedures are excellent and teachers plan collaboratively with more experienced staff in each year group providing close and very effective support where necessary. The quality of teaching is excellent and this is raising the attainment of all pupils. As a result, standards in Year 2 are above average, reflecting the excellent achievement that is made from a very low starting point on entry to the school.
62. Teaching is excellent throughout the school. In lessons the work seen was challenging and the very close support of the learning support assistant ensured that pupils of lower abilities achieved well. Higher attaining pupils were working at levels above those expected nationally. Very good use of discussion frequently supported the pupils' learning.
63. Teachers group pupils to help ensure that work is pitched at the right level and plan work that is accurately focused on the different abilities within their classes. This ensures that all are challenged sufficiently and pupils consistently achieve as well as they can. Pupils take care and pride in their work. Their confidence in early number facts helps them to tackle increasingly challenging mathematical tasks. The school has identified its more able pupils and makes very good provision for them. They are given a real sense of challenge to achieve high standards.
64. Excellent teaching in the school is characterised by the rapid pace of teaching. Lessons are brisk, but pupils are given sufficient time to think and reflect and so their learning too is frequently excellent. The amount of work they cover in lessons is good and all pupils try hard. Practical approaches work well, particularly for those pupils with special educational needs. This is an improvement since the last inspection when

teaching was judged to be good. The subject is excellently managed. The newly appointed subject leader has an excellent subject knowledge and clarity of vision that has been very well communicated throughout the school. This has enabled her to ensure that all teachers are familiar with the subject and confident in how to teach it.

Mathematics across the curriculum

65. The school has a very good range of planning in place to identify opportunities for pupils to develop the skills they have learnt in mathematics within other subjects of the curriculum. As a result, mathematics makes a very good contribution to pupils' learning in other subjects. Formal opportunities are planned systematically into other lessons, such as science or geography and informal opportunities are seized upon by teachers as they occur. This means that pupils are able to practise, consolidate and improve their mathematical skills in other subjects which has a significant impact on their learning and on the standards attained.

SCIENCE

Provision in science is **excellent**.

Main strengths and weaknesses

- Pupils' achievement is excellent because of the excellent teaching.
- There is excellent teacher subject knowledge and pupils are constantly involved in practical investigations.
- Pupils are continually challenged to share their ideas with classmates and listen to what other children have to say.
- Very effective use is made of ICT to support science.
- Pupils' progress is carefully checked.
- The subject is very effectively monitored by the subject co-ordinator.

Commentary

66. Year 2 pupils are achieving standards in line with those expected with an average number of higher attaining children working at the higher Level 3. In the 2003 national assessments, below average numbers of pupils achieved the national standard and average numbers achieved the higher level. Consequently there has been an improvement in standards in 2004. The current Year 2 entered the school with a poor understanding of the world about them. However, high quality and relevant teaching has ensured that these pupils have made very good achievement. This has resulted in standards in the subject being well above what is expected of schools in similar contexts.
67. In the lessons seen during the inspection teaching was excellent. This shows a very good improvement on the last inspection. This was because teachers have expert subject knowledge and plan exciting practical activities that stimulate the pupils. Teachers give clear, well thought out explanations and frame questions that challenge pupils to think things through and order their subject knowledge. The strength in the subject is found in the continual involvement of pupils in practical experiences and

scientific investigations. Recently pupils have conducted fair tests to check their prediction that washing clothes in hot water was the best method for getting them clean.

68. All adults, teachers and learning assistants, challenge pupils to explain and discuss their thoughts and ideas. Accurate vocabulary and technical language are continually introduced and children are constantly involved in discussions with their classmates and with adults through talking with their partners. These strategies have a significant impact on their learning.
69. Leadership and management of the subject are excellent. Careful evaluation of pupils' progress has identified areas for development and consequently new teaching programmes have been introduced to extend children's understanding of 'living things'. Excellent assessments of pupils' learning take place regularly. These results are carefully analysed and adjustments to teachers' planning made. Consequently one pupil in 4 is now working at the higher level. Excellent use is made of exemplar materials to support teacher assessment and increase their understanding.
70. Very good links have been forged between science and other subjects. This adds to pupils' levels of excitement and interest. When pupils investigated the differences in eye and hair colour and size of hand spans, they transferred all the gathered information onto a database and used the ICT application to data handling to produce a bar chart. In design and technology pupils incorporated an electrical circuit to light up their picture frames, with the more advanced children including a switch in the circuit. When pupils cook they experience at first hand the scientific idea of irreversible change. Pupils in their scientific investigations learn about the importance of exercise, healthy eating and a balanced diet.
71. These findings are a very good improvement on those of the last report.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There have been recent improvements in resources and staff expertise.
- ICT is used consistently to support learning in other subjects.
- The teaching of ICT is good.

Commentary

72. By Year 2, pupils' ICT skills are in line with those expected for their age. In the lessons seen in the Reception classes and throughout Years 1 and 2, good teaching enabled pupils to make rapid progress and achieve well. Some very good aspects of teaching include careful planning to incorporate ICT into other subjects and the development of pupils' word processing skills. Since the last inspection, national funding has meant that the resources for the subject have been improved, and staff confidence and expertise has developed through training. The recent acquisition of a suite of computers in the central part of the school has enabled pupils to practise their skills regularly, and the teaching of small groups of pupils to be introduced. All pupils use this valuable resource regularly, and pupils with special educational needs (SEN)

particularly benefit from the specific software available to enhance their English and mathematical skills. However, there are still some teething problems associated with this resource, which mean that teachers and teaching assistants have to put in extra time in loading the same software onto each machine in turn.

73. The school has devised its own planning related to national guidance, that ensures all pupils experience the various subject applications, including word processing, graphics, the internet, data handling, as well as control and modelling in researching and recording different aspects of their work. Classroom computers are used regularly.
74. Teachers are very confident in using the recently acquired interactive whiteboard to give clear explanations and demonstrations. During a literacy lesson, for example, very good use was made of 'speaking pages' software to extend pupils' reading skills. Good software simulations are used to introduce younger pupils to the Internet and consequently, they quickly gain the skills and confidence to send and receive messages.
75. Very good teaching of word processing skills ensures that pupils are able to create word lists and write and order sentences, thereby improving their spelling and sentence writing skills. By Year 2, many pupils produce well-constructed sentences that include capital letters and full stops. Specialist software is used regularly to help lower attaining pupils to improve their sentence writing skills in an exciting way.
76. The subject is effectively lead and managed. Pupils' work is regularly monitored, and their development of skills is carefully tracked. However, whilst pupils' work in ICT is printed and recorded in their own special books and displayed around the school, there are no exemplars of their work in the different areas associated with ICT organised together into a portfolio. This hampers the coordinator in quickly establishing the levels of achievement in each year in order to celebrate successes and identify areas requiring further development.

Information and communication technology across the curriculum

77. Computers are used very effectively to support other subjects. This adds to pupils' levels of interest and enables them to apply their computer skills to new and challenging tasks. In mathematics, Year 2 used computers to investigate number patterns on 100 squares. They used the mouse to lift and drag identifying symbols onto specific numbers to identify a pattern of 2s, 3s and 5s times-tables.
78. In science, pupils investigate the similarities and differences between classmates, by identifying hair colour, eye colour and the range of hand spans. They accurately entered this information onto a database before using the data handling function to analyse the information using bar charts. They search software to find information and they use various clipart and toolbar operations to create artistic patterns. Pupils with special educational needs involve themselves in ICT activities to practise their phonic reading skills and improve their visual memory. The school is continually considering other ways to extend the use of ICT further across the curriculum.

HUMANITIES

79. No lessons were observed in history and geography. Inspection evidence indicates that the school has adopted national exemplar schemes of work in these subjects and pupils' previous work was examined. Pupils' work shows that history topics and local and wider studies in geography are covered appropriately and that both subjects support work in other areas, particularly literacy and art, very well.
80. Year 1 pupils show a secure knowledge about key figures such as Grace Darling and they understand about change over time because of role-play experiences of washday in Victorian times. All pupils know something about Guy Fawkes and higher attaining pupils can describe the plot to blow up the Houses of Parliament. Knowledge of the Great Fire of London is particularly good and average pupils show an understanding cause and effect in explaining the problem of wooden houses packed closely together. This knowledge is extended well to work seen in geography. Year 2 pupils show a good understanding of key features of their local environment, with many able to identify the Isle of Wight on a map. Their knowledge of contrasting localities is good and well supported by visits to a village on the South Downs.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- The locally agreed syllabus guides planning well in both year groups.
- Displays reflect good cross-curricular links and opportunities for reflection.

Commentary

81. By the end of Year 2, pupils' attainment is in line with the skills, knowledge and understanding expected in the locally agreed syllabus. Pupils reflect on what it is to be a member of a group, culminating in what a person does to be a member of a family. This aspect of their work is very well supported through the school's excellently planned work on PSHE and, particularly, on building strong relationships. Pupils understand the importance of religious artefacts and the ideas relating to festivals. During the inspection, the lessons observed focussed on the circumstances surrounding the creation. In a lesson where teaching was excellent the teacher, very well supported by the teaching assistant, supported the class superbly in discovering the beauty of a tree in the grounds. At the end of the lesson, pupils thanked the tree for talking to them! Displays showed good cross-curricular links to art and design and very good cross-curricular links are established with English and science through, for example, writing prayers, and the high quality of discussion that is promoted.
82. Overall, teaching is good and this, together with the links that are made with speaking and listening and with writing, enables pupils to make very good progress. The subject is well led. The co-ordinator has a good understanding of the requirements of the Agreed Syllabus and of how it will need to be adapted when the new Agreed Syllabus is adopted next year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. No lessons were observed in art and design and only one lesson in physical education (PE) and two in music. Pupils' previous work was examined and discussions held with pupils and the subject co-ordinators. Art and design work on display indicates a broad range of techniques and methods and good links with other subjects. The standard of

work overall was above that normally expected. Pupils enjoy work in art and talk about use of colour and mixing paint with real confidence. Year 2 ceramics work is good and classrooms contain displays of really lifelike minibeasts. Pupils produce portraits and observational drawings that are of an average or better standard and collage work is particularly good. During the inspection the whole school community was working on individual collages and pupils brought in a variety of examples produced at home.

84. In the good lesson seen in PE, pupils were effectively taught to improve their ball-handling skills at a level appropriate to their age. The curriculum in physical education is broad and is well planned to develop pupils' skills well.
85. Music is part of school life and pupils have the opportunity to hear a wide range of music playing in both planned music sessions and in the school generally. In the two excellent lessons seen, pupils sang tunefully and with enjoyment. They accompanied their singing well using untuned percussion instruments and demonstrated a good grasp of the different rhythms. Pupils in Year 2 participated enthusiastically in an excellent lesson linked with their topic on habitats. The teacher's excellent planning included all pupils and consequently they were all challenged very well and attained a high standard in the tempo of their playing and particularly in the accuracy of their singing the Australian song Eucalyptus as a round.. Pupils from throughout the school sing well in assemblies. They enjoy taking part in singing collectively and this enjoyment is enhanced by the carefully chosen music that fits in well with assembly themes.

Design and Technology

Provision in the subject is **good**.

Main strengths and weaknesses

- Pupils are encouraged to produce detailed designs and examine the range of available material from which they construct their models.
- Pupils show very high levels of interest in their work and concentrate to complete their tasks.

Commentary

86. By Year 2, pupils' standards in design and technology are at expected levels for pupils of this age. This is because they have been well taught, and have quickly achieved an understanding of the importance of constructing detailed designs. This is a good improvement on the last inspection. Consequently, when Year 2 children began their project to construct a go-cart, they produced side and plan views. They examined the available materials – wooden dowelling, wheels, fixings – which gave them insights into how they could be assembled. The adults working with them effectively intervened using questions to help them think things through, "...if you join the wheels to the axle like that, will they turn? Will your buggy travel in a straight line if the axles are not straight?" Similar challenging activities are organised with Year 1 pupils when they completed labelled sketches of the finger puppets they had to construct.
87. Pupils are effectively taught to use tools to cut and join materials, and correct vocabulary and terminology is introduced. This ensures that pupils develop their language skills and make good achievement in the subject.
88. Although some of the components for the construction-kits are not always stored in such a way that pupils can see at a glance what is available, generally their designing and making of towers, buildings and vehicles is of a very high quality and a strength of the school. Pupils concentrate over considerable periods of time to complete their work, continually adjusting their models to make them stronger and more effective sharing tools and equipment safely.
89. The subject is effectively lead and managed, with the programme of study ensuring that the full range of applications are experienced, including food technology and textiles. There are very good links between design technology and other subjects – particularly English, mathematics, physical development and science.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area of the school's work so it is not possible to make a secure judgement about provision.

Commentary

90. The school sees pupils' personal development as central to its work. There is a very good programme of activities including work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy lifestyles, gain confidence and interact with others. It is very well supported by visits from outside agencies. Circle times are planned regularly in which issues of concern can be discussed in a sensitive and supportive way. These opportunities have a significant impact on pupils' learning. The school council provides pupils with many opportunities

to take an active part in the organisation of the school and to feel that they can “make a difference”. Pupils appreciate that their views are taken into account.

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 | 1 |
| How the school's effectiveness has changed since its last inspection | 2 |
| Value for money provided by the school | 2 |
| Overall standards achieved | 2 |
| Pupils' achievement | 2 |
| Pupils' attitudes, values and other personal qualities | 1 |
| Attendance | 5 |
| Attitudes | 1 |
| Behaviour, including the extent of exclusions | 1 |
| Pupils' spiritual, moral, social and cultural development | 1 |
| The quality of education provided by the school | 2 |
| The quality of teaching | 2 |
| How well pupils learn | 2 |
| The quality of assessment | 1 |
| How well the curriculum meets pupils needs | 2 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 1 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 1 |
| The effectiveness of the school's links with parents | 1 |
| The quality of the school's links with the community | 1 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 1 |
| The governance of the school | 1 |
| The leadership of the headteacher | 1 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 1 |

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