

INSPECTION REPORT

WOODLANDS INFANT SCHOOL

Shirley, Solihull

LEA area: Solihull

Unique reference number: 104053

Headteacher: Mrs J Cannings

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 10th - 12th May 2004

Inspection number: 258486

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:	3 - 7
Gender of pupils:	Mixed
Number on roll:	190

School address:	Woodlands Lane Shirley Solihull West Midlands
Postcode:	B90 2PX

Telephone number:	(0121) 744 2840
Fax number:	(0121) 733 7922

Appropriate authority:	The governing body
Name of chair of governors:	Mrs R Lees

Date of previous inspection:	8 th June 1998
------------------------------	---------------------------

CHARACTERISTICS OF THE SCHOOL

Woodlands Infant School is situated in Shirley, Solihull, West Midlands. It is an average-sized school with 190 pupils on roll. Pupil numbers have fallen since the last inspection. The school caters for pupils aged three to seven. The school serves a range of pupils coming from private and council housing. The socio-economic circumstances of the pupils are average, as is their attainment on entry. The percentage of pupils eligible for free school meals is below the national average at seven per cent. Five per cent (above average) of pupils are from ethnic minority groups. The largest group of these pupils is of Indian origin. None of them are at the early stages of language acquisition, even though English is their second language. Seven per cent of pupils are on the special educational needs register, which is below average. The percentage of pupils with statements of special educational needs is 0.5 per cent, which is below national average. The school has a 50 part-time place nursery. The headteacher has only been in post for 18 months. In 2003, the school achieved its Investors in People Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	Bogusia Matusiak-Varley	Lead inspector	Science History Music Provision for pupils with English as an additional language
9884	Maureen Roscoe	Lay inspector	
27426	Terry Aldridge	Team inspector	Mathematics Information and communication technology Physical education Areas of learning for children in the Foundation Stage
11642	Carol Parkinson	Team inspector	English Art and design Design and technology Geography Religious education Provision for pupils with special educational needs

The inspection contractor was:

Tribal PPI
Ground Floor
Barley House
Oakfield Grove
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 10
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10 - 16
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16 - 17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18 - 32
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, with very good features, which attains high standards in almost all of its work. It is well on the way to becoming a very good school, due to the very good leadership and management of the newly appointed headteacher, and the governing body. Teaching is good with very good features and pupils learn well. The curriculum is good. Pupils enjoy coming to school and have good attitudes to learning. The school provides good value for money.

The school's main strengths and weaknesses are:

- Inspection findings show that standards are above average overall when pupils leave the school and they are well above average in science and mathematics.
- Children in the foundation stage get off to a very good start and make very good progress due to the very good teaching.
- Pupils have good attitudes to learning, behaviour is good and the school's provision for spiritual, moral, social and cultural development is good overall.
- Pupils' attainment in speaking and listening and in information and communication technology (ICT) meets with national expectations, but could be higher.
- Pupils could achieve more in spelling and in their mathematical skills of estimation.
- Teaching is good with very good features, especially in the teaching of mathematics and science, and pupils learn well.
- Provision for children in the foundation stage and for those who have special educational needs is very good and very good use is made of support staff.
- The leadership and management of the headteacher and governing body are very good.
- Partnership with parents is good and parents are very pleased with what the school offers.
- The curriculum is good and is enriched well by a good range of extra-curricular activities.
- The role of subject leaders still needs improvement as many of them are new to their posts.

The school was last inspected in June 1998. Since then, improvement has been good. Overall, high standards have been maintained and many new whole-school systems have been implemented to help raise standards. The quality of teaching and learning has improved due to the very good monitoring; there is now no unsatisfactory teaching. Curriculum planning and assessment have improved and there is a consistency of approach throughout the school. There is still more work to be done in developing ICT in all subjects.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils achieve well and overall standards are above average and are well above average in mathematics and science. Pupils' achievements are good overall. The 2003 national tests and

teachers' assessments showed that, by the end of Year 2 in comparison with all schools, standards were well above national averages in reading, writing and mathematics, and in comparison with similar schools, standards were above average in reading and mathematics and well above average in writing. Standards in science were average. A good proportion of pupils attained the higher levels in reading, writing, mathematics and science. Inspection findings broadly reflect this picture. Standards in reading and writing are above average, but standards in speaking and listening are average. In science and mathematics, standards are well above national average and pupils achieve very well. Standards in ICT meet the national expectations of seven-year-olds. In religious education, pupils exceed the expectations of the locally agreed syllabus. In design and technology, history, art and design and music, standards exceed the expectations of seven-year-olds. No judgement can be made on standards of physical education and geography as insufficient lessons were seen. By the end of the reception year, most children exceed the expected standards in all areas of learning due to very good teaching. Pupils with special educational needs achieve very well. Pupils from minority ethnic backgrounds and higher attainers achieve well throughout the school. The school consistently exceeds its internally set targets in English and mathematics. Pupils have good attitudes to learning and generally behave well due to the good provision made for their spiritual, moral, social and cultural development. Pupils love coming to school and attendance is good.

QUALITY OF EDUCATION

The quality of education is good. The curriculum is broad and balanced and staff are working hard at formalising opportunities for literacy, numeracy and ICT across the curriculum. Extra-curricular activities are good and the recent involvement of the school in puppet making has helped to raise standards in writing, especially those of boys. The curriculum for the foundation stage is very good. The quality of teaching is good overall with very good features. English and ICT are taught well with very good teaching seen in mathematics and science. Partnership with parents is good. Pupils are very well looked after by a hard working and caring staff and the school has good links with the community and other local schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are very good. In her short time at the school, she has worked relentlessly at moving the school forward, especially in developing the quality of education. She has won the respect of the staff and parents and love of the children. Her philosophy of "Every Child Matters" is clearly reflected in all of her undertakings and she has created a good learning environment where staff are held accountable for the standards that the pupils attain. School self-evaluation is rigorous and demanding. Governors fulfil their duties very well and support the school in all that it does. The role of co-ordinators is developing and is satisfactory overall, but more work is needed in enabling them to monitor teaching and learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think highly of the school. They think that the school provides a good quality of education and pupils are very pleased with the good quality of resources that they work with.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in speaking and listening, spelling and ICT throughout the school and provide more opportunities for pupils to develop their skills of estimation in mathematics.

- Improve the role of subject co-ordinators.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average by the time that pupils leave the school. They achieve well in relation to their prior attainment, with very good achievement seen in the nursery and in mathematics and science throughout the school. Pupils with special educational needs achieve very well in relation to targets identified in their individual education plans.

Main strengths and weaknesses

- Pupils achieve very well in mathematics and science throughout the school and standards are well above average.
- Children in the nursery get off to a very good start and make rapid gains in learning.
- Pupils' skills of estimation in mathematics and in ICT are satisfactory overall but could be better.
- Spelling of subject-specific words is not always accurate and a significant minority of pupils struggle with spelling.
- Pupils use the four rules of number very well and their skills of mental recall are very good.
- Standards in speaking and listening are average but could be higher, especially in listening.
- Pupils with special educational needs achieve very well in relation to targets identified in their individual education plans.

Commentary

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

Standards in:	School results	National results
reading	17.2 (18.2)	15.7 (15.8)
writing	17.1 (15.9)	14.6 (14.4)
mathematics	17.7 (18.1)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

1. The 2003 national tests and teacher assessments show that, by the end of Year 2 in comparison with all schools, standards were well above the national average and pupils achieved very well in relation to their prior attainment in reading, writing and mathematics. The percentage of pupils reaching average and above average standards in science was broadly in line with the national average, with an above average percentage of pupils attaining the higher levels. In reading, writing and mathematics, higher attaining pupils did particularly well, attaining well above average levels in writing and mathematics and above average levels in science and reading. In comparison with similar schools, standards in reading and mathematics were above average, whereas standards in writing were well above average.
2. The school has a history of attaining high standards and, over four years, pupils have been achieving really well. There have been no differences over time in attainment by gender but the new headteacher recognised that boys were not performing as well in writing as they could be and immediately put into place systems, such as developing writing through the use of puppetry, to raise achievement levels, and this has been effective in raising standards.

3. The newly appointed headteacher was not complacent in relation to the history of the high standards that pupils have been attaining. Immediately, she set about introducing systems to improve on previous best performance, such as:
- introducing and refining assessment systems;
 - developing the role of the co-ordinators;
 - introducing very rigorous tracking systems;
 - ensuring that the quality of teaching and learning was rigorously monitored and both pupils and staff were given targets for improvement, and that appropriate training was provided;
 - keeping the governors regularly informed about the standards of attainment throughout the school;
 - introducing detailed and systematic procedures for curriculum planning and performance management; and
 - developing the role of support staff to ensure consistency of practice throughout the school.

This has proved to be effective because staff are now more involved in raising standards and becoming accountable for the standards pupils attain, having received good support and guidance from the headteacher. Standards are rising and the school consistently meets its internal targets.

4. Inspection findings show that, from average attainment on entry to the reception class, pupils attain well above average standards in mathematics and science and their achievements are very good by the time they leave school. In English, standards are above average and pupils' achievements are good. In design and technology, history, art and design and music, standards are above average and pupils' achievements are good. In religious education, pupils exceed the expectations of the locally agreed syllabus and achieve well in relation to their prior attainment. In ICT, pupils attain standards that meet the expectations of seven-year-olds nationally and their achievements are satisfactory overall. No judgements were made on the standards in physical education or geography because insufficient work was seen.
5. Standards in speaking and listening and spelling broadly reflect those attained by most seven-year-olds nationally. However, standards in reading and writing exceed the national averages. Pupils speak clearly, although a large majority find it difficult to explain their reasoning and explain why things happen. They have average listening skills and a significant minority do have difficulty in listening to the views of other pupils in lessons and, on occasions, when teachers give explanations, some pupils do not always listen attentively. Spelling of subject-specific words is not accurate and this is not always picked up when teachers mark pupils' work. Pupils write well; their use of tenses is accurate and they demonstrate a good range of descriptive words. Standards are above average and pupils achieve well in relation to their prior attainment.
6. In mathematics, standards are well above those expected nationally, with particular strengths identified in number work, mental recall and pupils' identification of strategies used to solve number problems. However, pupils' skills of estimation are average and not as high as those of their mental calculations. Pupils, including those with special educational needs, achieve very well because of the high emphasis placed on developing their mental mathematics and problem solving skills. In science, pupils' achievements are very good. A particular strength is the way pupils set up their own lines of enquiry, when asking scientific questions, and their knowledge of plants and animals is very good.

7. Standards in ICT meet the expectations of seven-year-olds and pupils are making good gains in learning and achieving well due to the recent appointment of the ICT co-ordinator, who is working really hard at raising standards but has not been in post long enough for her good work to be truly reflected in end of Year 2 standards. Furthermore, there are still some subjects, such as music, where the use of ICT needs to be developed further.
8. Pupils' skills in literacy and numeracy are generally used well across the curriculum and the headteacher is in the process of formalising opportunities for these skills to be reflected in planning. Pupils' use of ICT is satisfactory, with some good examples seen in art and design, science and mathematics.
9. Attainment on entry to the foundation stage is average in all areas of learning but there are weaknesses in children's skills of communication, language and literacy and mathematical development as, on entry to the nursery, some children have difficulty in expressing their needs and using correct mathematical language. Staff quickly pick this up, through the very detailed assessment procedures that are used very well to match tasks to suit pupils' needs. Pupils make good progress in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development, and achieve well in relation to their prior attainment in all areas of learning, with particularly very good achievement in the nursery, where expectations are high. Pupils make rapid gains in learning because of the consistently very good teaching in the nursery, which consistently focuses on developing pupils' basic skills of reading, writing and number. By the end of the foundation stage, because of the good teaching with very good features in the reception class, children exceed the expected standards in all areas of learning and achieve well in relation to their prior attainment. This good achievement is carried on throughout the school as pupils move up, culminating in above average standards in almost all subjects by the time that pupils leave school by the end of Year 2.
10. Improvement since the last inspection has been good as high standards have been maintained in spite of differences in pupils' attainment on entry, which was previously judged as above average and is now average overall.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good** because the school develops their spiritual, moral, social and cultural values effectively. Attendance levels are above the national average.

Main strengths and weakness

- Pupils are keen to come to school and put their heart into all the activities on offer. This avid interest is reflected in the high attendance figures.
- Good behaviour and willingness to engage with adults contributes well to pupils' learning. Sometimes, they forget to co-operate with peers in taking turns to speak.
- Pupils understand the difference between right and wrong and are consistently encouraged and praised for making the right decisions in or out of the classroom.
- The school promotes pupils' personal development well and inclusive assemblies also make a significant contribution.
- There is scope to extend some pupils' social skills so they become more thoughtful about the needs of others, especially when listening to others' points of view.

Commentary

11. Pupils have a good appetite for learning. This is stimulated well from their early experiences in the nursery. Here, children are encouraged to discover for themselves the answers to taxing questions like *'where do spiders sleep?'* The school continues to promote pupils' personal development actively and successfully. Pupils respond positively to an ethos that places great value on the individual. Pupils like school and do not want to be absent or late and parents wholeheartedly agree.
12. Pupils are friendly and kind to others. They enjoy good relationships at all times. These are usually based on empathy and respect for others' interests. A small minority of pupils, however, are too excitable and, when moving around school, or in assembly, they fidget, despite being prepared by class teachers for these situations. Pupils talk confidently to adults and co-operate well with each other but, at times in lessons, they do not listen to instructions to put hands up to answer questions, or not to interrupt during group discussions. This is an area which teachers are trying very hard to overcome and the headteacher has put in place very good systems to help pupils develop their speaking and listening skills and their awareness of others. Pupils with special educational needs have good attitudes to learning. They are enthusiastic, confident and willing to work independently.
13. The headteacher knows the pupils very well and, together with all staff, shows strong commitment to the care and wellbeing of each pupil. This is reflected in the distinct and prominent emphasis on praise and recognition of good behaviour, and of the creative and intellectual effort pupils apply to their work. The issuing of awards and praise in public does much to raise pupils' self-esteem and helps many to make informed choices about talking quietly and behaving well in the dining hall and elsewhere.
14. Pupils' spiritual, moral, social and cultural experiences are good overall because of well planned opportunities provided that allow them to develop into confident individuals ready to defend a point of view, or think independently of adults. Provision for their cultural and moral development is very good. Pupils know about a range of different cultures and they are respectful of other cultures and traditions. Assemblies provide a very good opportunity for these life skills to flourish. Provision for pupils' spiritual development is very good. Many very good opportunities are provided for pupils' spiritual development and these allow real discussion of relevant values and a time to talk to God. Pupils are then encouraged to decide for themselves if they agree with the sentiments expressed and the headteacher is a very effective role model for pupils when she leads acts of collective worship.
15. Staff have high expectations of pupils' behaviour and take time to discuss with them the impact of their actions on others; pupils behave well but occasionally do not always listen well to one another. 'Golden Time' is very popular and pupils say it does make them try harder to keep to the rules because they hate losing a second of it when sanctions are introduced. Teachers plan 'working partners' well so pupils can relate to many of their friends. A good range of visits and events complements this work and provides opportunities for further social development. Peaceful playtimes testify to the success of this provision. In classrooms and other situations, sometimes, pupils' self-determination spills over and some dominate conversation or 'butt in' before others have finished speaking. The school is taking steps to address this matter. Improvement since the last inspection has been good. High standards of behaviour and attitudes to learning have been maintained.
16. Provision for cultural development is good because of the range of experiences provided, not least in the attractive interactive posters and displays that urge reflection and comment. Pupils

encounter traditions and values from other cultural backgrounds through dance, music, religious education and supporting overseas aid work.

17. Attendance is good and it contributes to the high standards that pupils attain. Pupils arrive to school on time and parents say that they get upset if they miss school due to illness. There has been one fixed period exclusion. By the end of the foundation stage, pupils exceed the early learning goals in personal, social and emotional development. They are well prepared for work in Year 1 due to the very secure routines that are provided for them in the foundation stage of learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	School data:	0.0
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.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	102	1	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good with very good features. The curriculum is good and well enriched by extra-curricular activities, visits and visitors. Staff take very good care of pupils, support them well and have their best interests at heart. The school has good partnership with parents and this enhances learning.

Teaching and learning

The quality of teaching is good with examples of very good teaching seen. Teaching is very good in the foundation stage and in mathematics and science. Pupils' achievements are good throughout the school and they are very good in the foundation stage and in mathematics and science. The good quality of teaching has a very positive effect on learning.

Main strengths and weaknesses

- Children achieve very well in the foundation stage and in mathematics and science.
- Support staff make a very valid contribution to pupils' learning and pupils with special educational needs are taught well; their achievements are very good.

- Teachers plan very well as a direct result of the headteacher's implementation of whole-school systems.
- Teachers use resources very well to stimulate in pupils a desire to learn.
- Homework is used well to support learning.
- Teachers use time effectively and encourage pupils, who give of their best.
- Plenary sessions could be improved upon.
- Marking of subject-specific spellings could be more rigorous.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	12 (40%)	16 (53%)	2 (7%)	0 (0%)	0 (0%)	0 (0%)

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

- The quality of teaching is good with very good features and is a contributory factor to the high standards that pupils attain. Much has been done by the headteacher to improve the quality of teaching and ensure that pupils are achieving their full potential. All staff now are very clear about what they are doing and this is reflected in the very good quality of planning, which is consistent throughout the school in its identification of clear learning objectives.
- Teachers create classrooms which are welcoming environments. The quality of display is high and reflects the hard work that pupils put into their learning.
- Teachers have secure subject knowledge and teach basic skills of reading and writing well. The teaching of mathematics and science is very good because of the good opportunities provided for group work, the very effective use of time and the very good use of resources and teaching of problem solving, mental mathematics and experimental and investigative science. Teachers give clear instructions to pupils about what they expect from them. For example, in very good science lessons seen in Year 2, the class teachers asked pupils what they knew about plants and animals in their environment. Skilfully, class teachers moved them on at a very quick pace by asking them to look very closely at the insects found in their immediate locality. Very good opportunities were provided for pupils to work alongside one another, observing and describing the mini-beasts that they found. Pupils eagerly talked about camouflage and how mini-beasts needed to protect themselves from birds and such like. Pupils became very excited by the homework given, which was to find out why there are so many worms on pavements after it rains. This kind of exciting work has a very positive effect on developing pupils' skills of reasoning and contributes to their very positive attitudes to learning.
- Teachers use their time well; when asking pupils to complete work, they set strict time limits and this helps pupils to stay on task and complete their work quickly and accurately. Support staff throughout the school are used very well to support learning. They play a very active part in lessons and form very good relationships with the pupils.
- The teaching of English and ICT is good. In English, teachers teach phonics and reading well; as a result, pupils make very good gains in deciphering unknown words in their reading and their spelling, whilst not always accurate, is phonetically justifiable.

23. The teaching of pupils with special educational needs is very good and pupils make rapid gains in learning. The headteacher has ensured that pupils' individual education plans are well documented and teachers use these well when planning pupils' learning. Every effort is made to include these pupils in all aspects of learning and all staff are very attentive to these pupils' needs.
24. The teaching of children in the foundation stage is very good. High expectations are set for these children, especially in the nursery. A contributory factor to pupils' very good achievement is the way that all tasks are linked to clear learning objectives. For example, in the nursery, when children are engaged in water play, they know that they are required to practise the vocabulary of capacity and this helps them achieve very well. Both in the nursery and reception class, the quality of planning is very good and assessments are very well used to move different groups of pupils on in their work. Occasionally, above average attaining children would benefit more from having opportunities to record their work formally, especially writing their numbers.
25. Teachers throughout the school use a good range of resources to keep pupils interested in their work, such as books, games, well prepared worksheets and a suitable selection of toys. They provide good opportunities for pupils to learn both individually and collaboratively, having a positive effect on pupils' personal development. Homework is used well to support learning and is having a positive effect on raising standards. Parents contribute well to learning, their children read on a regular basis and this develops their love of reading.
26. Plenary sessions are not sufficiently well structured to enable pupils to identify which aspects of learning they found easy or difficult. Too often, pupils do not pay sufficient attention to what their peers are saying. Teachers provide satisfactory opportunities for pupils to develop their speaking and listening skills in lessons but more could be done to encourage pupils to listen to the strategies other pupils use for learning.
27. Throughout the school, behaviour is managed well and it is managed very well in the nursery, with clear guidelines given as to what constitutes acceptable and unacceptable behaviour. This has a positive effect on pupils' personal development, which is good.
28. Assessment is good overall; it is good in English, mathematics and science and satisfactory in other subjects. Assessment in the foundation stage is very good; it is accurate, detailed and supports learning very well. It is used well to alter the curriculum to suit pupils' needs and contributes to overall good achievement of these pupils. The recent introduction of targets for pupils in English and mathematics is having a positive effect on learning. The quality of marking is satisfactory but could be better as, too often, important subject-specific words which pupils misspell are not rectified and pupils keep repeating the same mistakes.
29. The quality of teaching still remains a strength of the school and, in spite of staff changes, the headteacher has rigorously monitored teachers' lessons to ensure that high standards have been maintained. Improvement since the last inspection has been good as all staff have had clear targets set for improvement.

The curriculum

Curriculum provision for children in the foundation stage is **very good**. In Years 1 and 2, it is **good**. It clearly meets statutory requirements, providing good breadth and balance in all subjects. The school's provision for opportunities that enrich the curriculum is good. Accommodation is good and used well. Resources are good overall, with some subjects being very well resourced.

Main strengths and weaknesses

- Curriculum provision for children in the foundation stage is very good; it is good in Years 1 and 2 so that children and pupils can achieve their best.
- Provision for pupils with special educational needs is very good.
- Equality of access and opportunity for all pupils is very good.
- There are very good links between the foundation stage and Year 1 and Year 2 and junior schools.
- Literacy and numeracy strategies are well embedded in the school's practice, resulting in good achievement.
- There are good opportunities for curriculum enrichment including clubs and visits to extend learning beyond the curriculum.
- The match of teachers and support staff is very good in the foundation stage and good in the infants.
- The accommodation is safe and attractive and well maintained by the hard working caretaker and cleaning staff, enabling all areas of the curriculum to be taught effectively.

Commentary

30. The foundation stage curriculum is very well planned, has very good features and has improved since the previous inspection. Very good curriculum plans are in place, based on themes which successfully incorporate all the areas of learning that should be taught before children enter Year 1. Children have very good access to a wide range of interesting activities and learning experiences, which provide a good balance between skills development and play, resulting in a broad, stimulating and varied curriculum. Planning reveals there is a very good balance between teacher-directed and child-chosen activities, providing a very good balance between play and skills development.
31. In Years 1 and 2, the curriculum is well planned over the year to ensure all subjects are covered, using national guidance, which enables all pupils to achieve well. Religious education is well planned in accordance with the locally agreed syllabus. Good subject guidelines and policies are in place for all subjects and regularly reviewed and updated to take account of new developments. The school makes good use of national guidance in science, personal and social education and foundation subjects to plan so that there is good progression of knowledge and skills. Enrichment weeks and days with artists and musicians also have a positive impact on learning and cultural, creative and social provision. Subject leaders are in the early stages of developing their subjects overall. Their leadership and management of the curriculum is satisfactory but it is very good in mathematics, good in English and satisfactory in science and ICT. They produce an annual review and identify areas for further action, supporting the school development plan well. The school has identified the need to develop more cross-curricular links between subjects and has listed this in the school development plan. Although not all subject leaders are yet fully involved in observing lessons, plans are in place for this to begin later this year to ensure planned activities are effectively delivered. The school provides good opportunities to develop skills of citizenship and personal, social and health education through lessons, clubs and classroom responsibilities, which contribute well to pupils' personal development. The school achieved the Investors in People Award in 2003 and has applied for the Arts Mark award. The recent achievement of the Investors in People has ensured that clear communication systems are in place to raise standards and staff know what they are doing and what is expected of them. There is good provision for children and pupils before and after

school which provides quality wraparound care. Both parents and pupils are very pleased with the learning opportunities provided by the school.

32. The school has adopted the National Literacy and Numeracy Strategies and these are very well established. It has focused on raising standards in speaking and listening and writing and this is beginning to improve standards further. The National Numeracy Strategy is firmly embedded in the school's practice and has led to consistently high standards during the past three years. The curriculum for ICT is firmly based on national guidance and is having a significant impact on raising standards now that pupils have regular access for the teaching of specific skills in the well-resourced computer room. During the inspection, the use of computers in classrooms and in the computer room was clearly observed and identified in teachers' planning.
33. There are very good procedures to ensure that all groups of pupils have equal access to all subjects and activities. There are good systems to identify and support those children identified as having special educational needs and English as an additional language in the foundation stage and Years 1 and 2. Children are well prepared when they move into Year 1 and there are good procedures in place for when pupils move to schools at the end of Year 2.
34. Pupils with special educational needs have very good access to the curriculum through the high quality of their individual education plans. Arrangements for pupils with statements of special educational needs are very good and all pupils with special needs have the same access to the curriculum as other pupils. The use of ICT to help pupils learn is very good and additional support from outside agencies is well used to help these pupils to work independently, understand their own learning and to make good progress. Resources for pupils with special educational needs are good.
35. The school provides good support for learning outside of the school day, promoting participation in sport, the arts and other interests. There is a good variety of clubs which are well supported and popular. Visits regularly take place to support geography and history teaching and learning beyond the classroom. Visitors to the school, such as the theatre group and artist, provide further enrichment for children. These activities make a good contribution to pupils' personal and social development, as well as developing their learning in various subjects. The recorder tuition provides good opportunities and foundation for playing a musical instrument.
36. There are sufficient good quality and well-qualified teachers and support staff to teach the curriculum. Support staff are used effectively to support groups and individuals so that they are fully able to access the curriculum. The accommodation is good. It is safe and attractive and well maintained by the hard working caretaker and cleaning staff. It enables all areas of the curriculum to be taught effectively and all areas are used well. Classrooms provide adequate teaching space and are well organised, with good quality displays providing an attractive learning environment. There is an adequate outdoor hard play area, with various playground markings to encourage pupils to co-operate together and spend break-times meaningfully. The garden area is used very well to support children in their learning, especially in science. The library areas are adequate and well resourced. There are good quality resources in most subjects to support pupils' learning and they are well used.
37. Improvement since the last inspection has been good. The breadth of curriculum activities has been extended and effective whole-school planning and curriculum guidance is now in place for all subjects.

Care, guidance and support

The levels of care, welfare, guidance, safety and support provided are **very good**. Pupils' involvement in the life of the school is good.

Main strengths and weaknesses

- Procedures to keep pupils safe are very good and reflect a genuine concern for pupils' well-being.
- Very good induction systems gently ease children into the nursery and reception classes and prepare them well for learning.
- Academic and personal development is monitored very effectively and ensures help is provided at the right time.
- Pupils are involved in school life and contributions to future development are sought and valued.

Commentary

38. The high quality of pastoral care is still as effective as identified in the previous inspection and plays a strong part in promoting very positive attitudes to learning. Pupils are confident with adults and approach them readily for help or share their thoughts, especially at lunchtimes. Very good arrangements for first aid and playground supervision mean that pupils play together happily and know that help is immediately available should accidents occur.
39. Pupils' wellbeing and emotional health is very successfully promoted through well-known child protection arrangements and fire precaution systems. Midday staff are friendly and capable with those in their care. They interact well with pupils at all times and, whilst respecting their food preferences, encourage them to try everything once. They are also alert to signs that a pupil may need to have a quiet word to discuss a problem. Child protection matters are dealt with well and all staff are aware of their respective responsibilities. Risk assessments are regularly undertaken in line with requirements and cover most areas of school activity.
40. Arrangements for the induction of children into the nursery and reception class are very good and are carefully planned to provide for children's personal, social and emotional wellbeing. Staff ensure that they are carefully supported in the transition between home and school and in the change from one setting to the next. These patient and sensitive procedures enable each child to become a valued member of the group and confident in their own abilities. The school caters very well for pupils who have special educational needs. They are aware of how to increase their specific efforts, and their progress, along with that of all pupils, is carefully tracked and celebrated.
41. Provision for advice and guidance for all pupils is well supported by the effective assessments that are used to see how well they have done and what needs to be done next. Pupils are aware of the broad objectives they are aiming to meet and these are shared with parents. Because expectations for good behaviour are high, pupils' personal development is meticulously monitored. Staff praise pupils found in a 'positive mode' at playtimes, for example, or if not, offer guidance, and record the action for future referral to the headteacher or to parents. These behaviour modification arrangements are helping pupils to be aware of how to be less focused on their own immediate needs and take into account the needs of others.

42. Pupils know their views matter. They respond to regular formal and informal consultations and proudly show visitors the results of those centred on playground improvements. Outcomes from surveys with Year 2 are being used in shaping the school's vision for the future.

Partnership with parents, other schools and the community

The school has **good links** with parents, the community and other schools.

Main strengths and weaknesses

- These mutually beneficial links have been maintained since the last inspection and serve to support pupils well when they join or leave the school in Year 2.
- Regular visits into the wider community contribute well to pupils' personal development. Less is done to weave business or retail links into learning.
- Parents think highly of the teaching, the high expectations of staff, the range of activities and the progress their children make.
- The comprehensive information provided is of good quality and adopts a style and content appropriate for its audience.

Commentary

43. Partnership with parents is good and parents are very pleased with what the school offers, especially the good quality of teaching. Those responding to the questionnaire or attending the parents' meeting expressed very positive views about the partnership they enjoy and help sustain. Good relationships with the community, receiving junior schools and other establishments provide worthwhile experiences which enhance pupils' learning and promote social and cultural development well. Pupils learn new skills through involvement with the Warwick Arts Centre and the musical talents of parents. Visits to an environmental centre help deepen pupils' knowledge of citizenship.
44. The school provides good community support by accommodating a welcome wrap-around care facility and hosting courses in computer skills for its parents. However, despite being close to many retail and business enterprises, links with these outlets are not pursued, although the headteacher has identified this as an area for development. Good plans are in place to develop this further.
45. Parents hold the school in high regard. They value the open door policy and the accessibility of staff and the headteacher, who gives a high priority to meeting and greeting parents or dealing with their anxieties as they arise. The majority of parents are highly satisfied with the standards their children and the school achieve and feel that staff are doing a very good job in terms of care and guidance. Some parents would like more workshops to help them understand the different 'levels' their children are working at. The headteacher is really good at making systems transparent, as demonstrated by the recent consultation to draw parents into a review of school values and promote these further to allay any misconceptions parents might have about certain misunderstandings of the application of the agreed range of strategies used for promoting discipline and good order. The results have been presented to parents in a newsletter.
46. Parents of pupils with special educational needs are kept well informed and involved with their children's progress.

47. A good range of information achieves the school's aim to work hand in hand with parents. The outcome is the valued involvement of parents that impacts well on pupils' learning in school or at home, and the level of voluntary contributions to school funds. Good quality newsletters keep parents up to date with initiatives and events which often are organised by the active and industrious Parent Teacher Association, who work assiduously at raising funds for school equipment. Annual reports on progress meet all requirements and are personalised. Most parents are pleased with their content and say that they provide an accurate record of their children's progress. Parents are particularly pleased with the induction arrangements in the foundation stage. Transfer arrangements are very good, especially for those with special educational needs.
48. Improvement since the last inspection has been good. The school has effectively maintained the good relationships with parents and sees them as true partners in their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. There is a strong commitment to school improvement and a high emphasis on pupils' achievement. The headteacher's leadership is **very good**. The school is governed **very well**. It provides **good** value for money.

Main strengths and weaknesses

- The headteacher's leadership is very good and she has enabled the school to make rapid progress since her appointment.
- The governors are very supportive and well-informed.
- The school's self-evaluation is very good.
- There is a very high level of commitment to inclusion.
- The high quality of the school's strategic planning helps it to pinpoint areas for development precisely and progress quickly.
- The role of subject leaders is satisfactory overall and is developing.

Commentary

49. The very good leadership and management of the headteacher and governors give a clear sense of direction and determination to succeed to staff and pupils alike. The governors work closely with the headteacher and are kept closely informed of trends in standards and the needs of the school. The leadership and management of the governing body is very good. Governors are involved in all aspects of school life and are very well involved in all aspects of curriculum planning. Governors ensure that the school meets its statutory responsibilities. The headteacher knows exactly where the school is going and ensures that all systems, in relation to how to get there, are in place and easily understood by staff. The headteacher is very hard working and determined to raise standards.
50. The accuracy of the school's self-evaluation leads to a relevant and highly effective school development plan being put into effect. The headteacher has identified the school's strengths and areas for development very well. She has been particularly efficient in developing whole-school systems of administration and communication and this is helping to raise standards quickly and effectively. This has led to the development of the role of subject co-ordinators, so that their leadership and management skills are developed further and subjects better managed. Overall, the leadership and management of subject leaders is satisfactory but it is very good in mathematics, good in English and satisfactory in science and ICT.

51. The co-ordination of provision for special educational needs is very good and shows a strong commitment to the inclusion of these pupils in all aspects of school life. All groups of pupils are recognised as having particular needs and the school works hard to provide equality. Paper work is relevant, up to date and orderly. Systems work very effectively to keep school staff, parents and outside agencies informed.
52. The leadership of the school is totally committed to all aspects of inclusive practices, especially the inclusion of the very few pupils from different ethnic backgrounds and those with special educational needs.
53. The headteacher has clear education direction and a determination that every child will achieve their full potential. Her philosophy "Every Child Matters" ensures that all pupils receive the best quality of support that is available. A good system of performance management has been set in place both for teachers and support staff and this is having a very positive effect on improving the quality of teaching and learning.
54. The headteacher has created effective teams by her consistent drive and determination to improve the quality of teaching and learning. This, she has done very well and her rigorous monitoring has helped improve the quality of teaching and learning. The recruitment, retention, deployment and workload of staff are well managed and support staff are very well deployed, making teachers' work more effective.
55. School development planning is very precise. The headteacher has very clearly identified the main priorities and success criteria are clear. Induction procedures for new staff are very good and all staff are made to feel welcome. The school has very good partnership with the local education authority and the link advisor has regularly helped the school improve, especially in developing the quality of provision for children in the foundation stage.
56. Subject leaders are beginning to manage their subjects satisfactorily. Most are newly in post and have started to review and monitor achievement, planning and resources in the last few months. Their action plans are clear and useful and progress has already been made in analysing standards.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	470,588	Balance from previous year	18,292.64
Total expenditure	456,621	Balance carried forward to the next	28,184
Expenditure per pupil	2,134		

57. Finances are managed very well. Governors receive regular information about the school's spending and cost effectiveness of spending is monitored very well. Principles of best value are central to the school's management and use of resources.
58. The very good leadership and management are instrumental in ensuring that high standards have been maintained and improvement since the last inspection has been good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the foundation stage is **very good**. It is very well managed by the co-ordinator. The deployment of staff and use of expertise is very good. Very good assessment procedures are in place, using the foundation profile and local authority guidance. Improvement since the last inspection has been good, with the standard of teaching and provision improved. The key issue, identified in the last inspection, over staffing has been addressed very well.

Main strengths and weaknesses

- Children achieve very well in all areas of learning and almost all are likely to exceed the expected standards in all areas by the end of reception year.
- The deployment of staff and expertise is very good.
- The quality of teaching and learning is consistently very good.
- There are very good induction procedures for nursery children.
- Planning and assessment procedures, based on the recognised six areas of learning, are very good and well maintained.
- Staff are very conscientious and hard working, very caring and provide very good role models.
- Basic skills are taught very well and the very good resources are used very effectively to support children in their learning.
- The foundation stage is very well led and managed by a competent and enthusiastic co-ordinator.
- There is no covered outside play area.

Commentary

59. Children are admitted into nursery at the beginning of school year in which they are four with a staggered intake. Many children have previously attended one of the local playgroups. There are currently 30 on roll attending part-time, with 21 in the morning and nine in the afternoon session. Older children enter the reception class in the September of the year in which they are five and there is provision for 60 children. At the time of the inspection, 41 children had already attained their fifth birthday. Two children in the nursery are on the special educational needs register and 12 children in reception are under observation. All receive very good support.
60. The nursery classroom, which is not joined to the main school building, is a spacious self-contained unit and is used very well. There is a very good range of resources which are used very well and, as a result, pupils are very keen to learn. Displays are of high quality and provide a stimulating and secure learning environment so that children receive a very good start to school. Reception accommodation, converted from two classrooms into one in September 2003, is spacious and used very effectively. Unfortunately, there is no covered outdoor play area in either the nursery or reception so that children can work outside in all weathers, although the school hopes to address this. Classroom resources are of very good quality and range and are used very well to support children in their learning. There is a small secure nursery outdoor play area, although children have access to the large reception area marked with a roadway and crossings, where they use large wheeled bicycles, tricycles and have access to climbing, balancing and sliding facilities. Both nursery and reception children have regular access to climbing and gymnastics equipment in the hall to provide further experiences.

61. Attainment on entry to the nursery is average overall. Thorough assessments are undertaken on entry to the nursery and show that many children have underdeveloped speaking and listening skills and their knowledge of basic mathematical vocabulary is a little below that expected of children of this age.
62. Induction procedures for children in the foundation stage are very good and include visits by staff to playgroups that send children to the school, home visits and pre-visit meetings with a staggered intake when children start school. Induction sessions into reception are good and consist of meetings with parents and afternoon sessions with the reception teachers. Very good assessment records, linked to specific 'stepping stones', are kept in the nursery and passed on to the reception teachers. Assessment is very good and thoroughly linked to the local authority guidance. Most children make good progress throughout the foundation stage. The school's assessments and inspection evidence indicates almost all are likely to exceed the expected standards in all areas of learning. Teaching and learning in all areas of learning are very good.
63. Weekly and daily planning is very well documented by the teachers and assistants within and across the six areas of learning in the foundation stage, using local authority guidance. It is linked very closely to the recognised 'stepping stones' which lead to the expected standards. Staff, in both the nursery and the reception classes, provide a very good range of interesting and relevant activities around half-termly themes, which are well matched to the children's needs. All children achieve very well in the foundation stage because the teaching is consistently very good in all areas. Staff motivate and manage children very well so that they are attentive, well behaved and clearly enjoy school. In both the nursery and reception classes, there are regular newsletters informing parents and carers of the activities children will be undertaking and how they can help. A contributory factor to the very good teaching and learning is the very good quality of resources that are provided for the pupils. All staff are aware of how young children learn and they structure the learning activities around the central teaching points shared with the children. This ensures that learning takes place in a context. For example, when learning about initial sounds in the reception class, children are given very good opportunities to listen to nursery rhymes and use these sounds for writing, painting and playing with these letters in the sand. Improvement since the last inspection has been good and provision is now very good, as is the quality of leadership and management.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide a very caring and supportive environment from which children learn to co-operate and help each other very well.
- Staff provide very good role models.
- Children achieve very well because of the high expectations set by staff.

Commentary

64. Nearly all of the children exceed the expected standards by the end of reception and make very good gains in learning. Their achievements are very good. Children have very good attitudes to learning and behave very well. This area has a high priority and most children achieve very well because of very good teaching. High standards and caring relationships ensure that the

children know what is expected of them so that they quickly learn the correct way to behave. In the nursery, they quickly settle into the daily routines of directed and self-chosen tasks and behave very well. They take very good care of materials and equipment and are given many opportunities to develop independence sharing and taking turns. The reception staff continue the well-established routines so that children feel secure. Adults in both the nursery and reception share teaching responsibilities and the very good teamwork provides excellent role models. Children show high levels of interest in their work, concentrate well and are eager to learn because of the very good teaching and learning opportunities provided. Staff work very successfully to ensure children learn to share, co-operate and play confidently together, which contributes to children feeling safe and secure in their learning. In both the nursery and reception class, teachers take great care to teach children the difference between right and wrong through good quality literature and everyday examples. This has a very positive effect on learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well.
- Staff take every opportunity to develop the children's language skills, and teaching is consistently very good.
- Planning and the use of adults are very good.
- Children are given many opportunities to develop an interest in books.
- Assessment is used very well to track children's progress.

Commentary

65. Nearly all of the children exceed the expected standard by the end of the reception year. Children's achievements are very good. On entry to the nursery, assessments indicate that a significant number of children have language skills that are below those expected, with a very narrow vocabulary and difficulty in expressing themselves. However, adults take every opportunity during activities, both in and out of the classroom, to develop children's speech and language across all areas of learning. Children are taught to listen to others and this is extended across all activities but children struggle with this. By the end of nursery, the more able children recognise and write their own names and most are making marks in their free writing. The sharing of books, listening to stories, playing games and singing rhymes are very well planned so that children quickly learn letter sounds and a few simple words. The very good provision is continued in reception with many opportunities for language to flourish. The grouping and teaching of children is carefully managed so that activities are well matched to their needs. Learning is fun and very effective, and children get good grounding of basic skills. Many of the reception children are already working on certain aspects of the lower levels of the National Curriculum. All adults are fully involved in planning, teaching and assessment, which is very good. Very good focused support is given to help children with their reading and exploring letter sounds and words in an enjoyable way, such as reading the story of 'The Angry Ladybird'. Children regularly take books home and handle books with care, turning pages correctly. Many children are already reading simple stories and a good number of parents and carers take a keen interest in helping children with reading at home. Assessment procedures are thorough and children's progress is monitored very well. Activities in the nursery and reception role-play areas, currently 'the wood' and 'the bookshop', provide children with the opportunity

to act out familiar roles and develop confidence in speaking, listening and co-operation. Very good opportunities are provided for children to develop writing skills through well focused activities, such as describing the appearance of mini-beasts.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- All groups of children achieve very well.
- Adults plan a wide range of practical activities, linked to the termly themes, to promote children's mathematical development, ensuring children achieve very well.
- Good use is made of mathematical language.
- Good use is made of very good resources to promote learning.

Commentary

66. Most children exceed the expected standards by the end of the reception year and achieve very well. Teaching and learning are very good in both the nursery and reception classes. In both the nursery and reception, staff plan a very good range of interesting activities to promote mathematical language and understanding. In the nursery, children are encouraged to count and match numbers, using a very good range of resources, in structured and less formal activities. Adults use a wide range of number rhymes and songs to help children count and many are already beginning to count accurately to five, with above average attainers counting on in two's to 20. Children have regular access to structured sand and water activities and are beginning to understand words such as 'full', 'empty', 'larger than' and 'smaller than'.
67. In reception, mathematical skills are extended very successfully and children are given a good range of activities to build on what has been learnt in the nursery class. These involve counting on and back from a set number and ordering, estimating and matching numbers to at least 30. They undertake activities to reinforce their understanding of time through the story of 'The Angry Ladybird' and playing games such as 'What's the time, Mr Wolf'. Mathematical skills are extended across all areas of learning through counting and matching activities and the use of pictographs of their favourite mini-beasts. All these practical activities prepare the way well for future learning, and are appropriate for this stage of development, ensuring that children sustain interest and do not become bored. Adults ensure they use correct mathematical words very well to develop and extend children's understanding of mathematical language. A very good range of practical activities is provided throughout the foundation stage to help pupils have first hand experience in counting, for example, the legs of a spider.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good teaching provides children with a wide range of interesting activities to learn about the world around them.
- Staff use questioning effectively to enhance and ascertain children's learning.

- There is a good range of visits and visitors to the school and good use is made of the school grounds and local area.
- Children have regular access to and use computers well to support learning.

Commentary

68. Children exceed the expected standards by the end of reception year because of the very good teaching in the nursery and reception. Children are provided with a wide range of opportunities to learn about their world through well-chosen themes. Classrooms are well organised, with a wide range of activities to stimulate children's natural curiosity and enthusiasm through the very good use of materials and resources, such as magnifying glasses. Role-play areas are regularly changed to keep interest levels high so that children are challenged in their learning. Children in both the nursery and reception carry out mini-beast searches and undertake careful observations and recordings of their findings. They plant seeds to investigate what seeds need to germinate and plants to grow and very good use is made of the school grounds and local area to re-enforce learning. Through the use of road layouts, simple construction kits and role-play areas, children increase their knowledge and understanding of the world. They talk about routes to school and the shops in their locality. They begin to learn about their own culture and that of others and how to live harmoniously together through religious education lessons. Children have regular access to computers both in the classroom and through skill-specific teaching in reception, using staff expertise on a rota basis, and they become fully aware of the functions of computers and ICT. For example, in the reception class, plenty of opportunities are provided for children to record their own voices and teachers help them improve on their diction and intonation, so that at a very early age, they become very aware of audiences. At first, children need a lot of adult help but by the end of reception, they are moving the mouse confidently and using the keyboard to design and print pictures and patterns and control objects on the screen. Children know the difference between old and new.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff make very good use of the outdoor play area and facilities in the hall and children have regular access to a very good range of resources.
- Good hand and eye co-ordination is encouraged in a variety of activities that require the use of small hand tools, crayons, pencils and brushes.

Commentary

69. Nearly all children achieve very well and exceed the expected standards in physical development by the end of reception. During the very well managed 'Brain Gym' activities, children responded very well to instructions, stopping and starting quickly on request. In the reception classes, staff make very good use of the outdoor play area and the hall. Children have access to large wheeled toys on the roadway playground markings, although this was not observed during the inspection. Regular use is made of 'Brain Gym' activities to keep pupils active. Activities in the hall are very well planned. There are effective warm-up and cool down sessions and children recognise the effect exercise has on their bodies and heartbeat. Very good use is made of staff expertise in teaching groups of children on a rota basis so that all receive the same experiences.

70. Children are given a wide range of opportunities to develop their co-ordination and manipulative skills by handling dough, cutting with scissors and painting with a range of brushes in activities such as making models of mini-beasts. Resources for physical development are very good. There is a good range of construction kits and jigsaws which are readily available. Displays in classrooms and photographic evidence show that children are given frequent opportunities to encourage fine hand movements and control in both the nursery and reception. Children are generally very well co-ordinated and they achieve very well in relation to their prior attainment.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Very good use is made of role-play to develop children's creativity and imaginative responses.
- There is a very good range of planned creative activities.
- Children have regular access to very well structured role-play areas.
- Very good resources are used to capture children's interest levels, and planning for this area of learning is very good.

Commentary

71. Nearly all children exceed the expected standards in creative development by the end of the reception class, because of very good teaching and learning across the foundation stage. Many children enter the nursery with few creative experiences and they need a lot of help to learn important skills of cutting, holding a pencil and using a paint brush. The direct teaching of specific skills is a feature of many activities, along with very good opportunities for play. For example, children are taught how to use scissors and glue and they use these skills well when making their caterpillars linked to the story of 'The Hungry Caterpillar'. There is very good provision for children's creativity and children achieve very well because of the many very good learning opportunities made available for both directed and self-chosen activities. The quality of teaching is very good. Planning and displays show that, through the use of art and design, role-play, songs, rhymes and stories, children successfully develop their imagination and creativity. They confidently use paint to create imaginative pictures of themselves. Resources are of very good quality, plentiful and well used. Children in the reception class readily take part in role-play activities in 'the book shop' and are beginning to co-operate very well. Adults intervene effectively with challenging questions and are willing to enter into play when opportunities present themselves, modelling appropriate language constructions. Children are given regular opportunities to explore musical instruments and sounds using both tuned and un-tuned instruments during musical activities, which are often held outside. Each child's opinion and response is valued; and this, in turn, enables them to develop very positive attitudes to learning. Very good opportunities are provided for children in the foundation stage to learn together through themed weeks and focused days. This has a very beneficial effect on the consolidation of children's previously learned experiences.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards are above average and pupils' achievements are good.
- Teaching is good, with very good features, and, as a result, pupils achieve well.
- Pupils make too many spelling errors.
- Pupils do not always listen attentively to one another's views.
- Pupils write particularly well and their writing grabs the attention of the reader.

Commentary

72. The national comparative data for the 2003 national tests and teacher assessments for pupils at the end of Year 2 showed that standards in reading and writing were well above average in comparison with all schools nationally and were above average in reading and well above average in writing in comparison with similar schools. An above average percentage of pupils attained the higher levels in reading and writing. Over the last three years, the performance of both boys and girls exceeded the national average but more girls than boys attained higher levels.
73. Overall standards in speaking are average. Pupils' sentence construction is good, and this helps them to predict sensibly when reading, and to write comprehensibly and clearly. However, their vocabulary, whilst satisfactory, is less well developed than their language structures. Pupils' listening skills are average; at times, pupils tend to be restless in class and, as a group, do not listen well to others sharing their views for any length of time. Although they follow instructions well, they find it hard to take on board the needs of others.
74. Pupils' reading is above average and they achieve well in relation to their prior attainment. Pupils enjoy reading, are confident, and are happy to read a good range of fiction and non-fiction books. The range of good quality resources supports reading very well. Pupils use phonics and picture clues well to decode and make sense of what they read. Boys are keen to read and answer questions. They enjoy reading a book about spiders and average and above average attaining pupils in Year 2 can read such phrases as "all spiders have fangs to bite their prey". They check each other's reading and work well in pairs. They know the difference between fact and fiction, and know that information can be used through looking at an index alphabetically.
75. Standards in writing are above average by the end of Year 2 and all groups of pupils achieve well. Teachers provide pupils with very good opportunities to link reading and writing, and answer questions, in writing in groups, from non-fiction books. Pupils write long stories that are well constructed and make sense, and good opportunities are provided for them to write well in subjects other than English. Their good knowledge of language structures found in books they have read helps their literary language and style to develop well. Punctuation is good, with capital letters and full stops in place. Letters are properly formed and legible but are not yet joined. However, there are many spelling errors in pupils' writing, partly because they write a good amount, even in Year 1, but teachers do not always encourage pupils to learn correct patterns for frequently mis-spelt words through very rigorous identification of their spelling mistakes. Teachers ensure that tasks are at the right level of challenge and so pupils with special educational needs achieve very well. Teaching assistants working with pupils with special educational needs provide very effective, unobtrusive support and all pupils in the group benefit.

76. Teaching is good in both Year 1 and Year 2 with several examples of strengths, including good pace and very well chosen texts to enable lower attaining pupils and those with special educational needs to make good progress. The good teaching of phonic skills enables pupils to work more independently because they can spell out many words on their own. Teachers make the purpose of their lessons very clear, using resources to demonstrate, and pupils are left in no doubt about what they have to do. The impact of staff training is shown to be effective in teaching phonics, discussion groups and a good awareness of how to encourage boys' literacy skills, especially when writing about puppets they have made.
77. The subject is well led, and the subject leader has a good grasp of what is happening in English in the school. She has been increasingly supported by the headteacher in developing her skills to raise pupils' standards. Planning is checked regularly. Assessment procedures are good and are used well to analyse strengths and weaknesses in pupils' attainment, and to identify areas for further teacher training. The school has good ICT resources and a wide range of high quality books which encourage pupils to learn. The management of homework, in particular, reading, is good and pupils read regularly and with enjoyment. ICT is used satisfactorily to support learning.
78. The school has maintained its high standards but pupils' standards on entry to school are now only average. Improvement since the last inspection is satisfactory.

Language and literacy across the curriculum

79. Opportunities for pupils to use language and literacy across the curriculum are good. For example, in art and design, pupils discuss how to make a pattern for a coat and how to decorate it. In science, pupils write fluently and well to demonstrate their experiments and findings. Pupils are given good opportunities to write in other subjects and this is helping raise standards.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above the national average at the end of Year 2 and have been for the past three years.
- Pupils' skills of estimation need to be improved.
- The quality of teaching and learning is very good.
- The curriculum and lessons are very well planned.
- Pupils are keen to learn and enjoy their lessons.
- The use of mathematics in other subjects is developing well.
- The subject leader provides very good leadership and management.
- The quality and range of resources is good and they are used well to support pupils in their learning.

Commentary

80. At the end of Year 2, standards are well above the national average. This is similar to that found at the time of the last inspection and the school has successfully maintained the high standards. All groups of pupils, including those identified as having special educational needs, make good progress and achieve well. Pupils are keen to learn and behaviour is good. Pupils' mental skills are very good and they make good use of strategies to solve problems. Pupils have good attitudes to learning but occasionally they do not listen sufficiently well as other pupils describe how they tackled simple mathematical problems.
81. The results of national tests for seven-year-olds in 2003 showed that pupils achieved standards well above the national average compared with schools nationally and above average compared to schools in similar circumstances. All pupils achieved the expected level and almost half the higher standard. There was no significant difference in the performance of boys and girls. The percentage of pupils attaining the higher levels was well above the national average.
82. Progress since the last inspection has been good overall, with high standards maintained over the past three years, despite the many changes in staff. The school has adopted the National Numeracy Strategy and it is firmly embedded in the school's practice. Resources have been updated and support pupils' learning well. The use of ICT is developing well.
83. The quality of teaching and learning, planning, and from looking at pupils' work, is very good overall and all groups of pupils achieve very well. By the end of Year 2, pupils are using the four rules of number well; they are able to recall numbers quickly, know how to work out mental strategies quickly and effectively, but in practical work their skills of estimation are less well developed. Problem solving is progressing well as pupils are quick to identify the numerical operations required to solve problems and they collate information well to produce both bar and pie charts. Pupils know a range of three dimensional and two dimensional shapes and are able to describe their properties accurately. Lesson planning is clear and thorough, based on national guidelines. Teachers display very good subject knowledge and manage time and pupils well. Explanations are clear and teachers intervene very well in pupils' learning. Support staff make a very good contribution to keeping pupils on task and supporting those pupils identified as having special educational needs so that they fully access the curriculum. Lessons begin briskly and learning intentions are clearly shared with pupils so that they know what they will be doing and learning. However, the introductory sessions do not always fully engage all pupils because teachers often only take answers from those who put up their hands and there are no challenging follow-up questions. Tasks are usually well matched to pupils' capability and teachers know their pupils well. Plenaries are used well and pupils are given sufficient opportunity to talk about what they have been learning and explain the strategies they used. The use of marking to ensure pupils know how to improve their work is inconsistent and this restricts progress, especially when below average attaining pupils repeat the same mistakes they have previously made, usually in relation to correct number formation. The use of ICT to support pupils' learning in mathematics is satisfactory.
84. Leadership and management, currently by the headteacher, are very good. Procedures for assessing, monitoring and tracking pupils' progress are well established and are good overall. Resources are of good quality and range, and are used well by teachers to support pupils in their learning.

Mathematics across the curriculum

85. The use of mathematics across the curriculum is good. There were many examples seen in displays of mathematics being used in other subjects, such as science, design and technology and geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above national expectations and pupils' achievements are very good.
- The quality of teaching is very good and pupils make rapid progress.
- A high emphasis is placed upon enabling pupils to develop their skills of experimental and investigative science, resulting in pupils' understanding the principles of fair testing.
- Pupils love learning and quickly respond to the good questioning used by teachers.
- Teachers assess pupils' work well but occasionally incorrect spellings of scientific terms are not marked appropriately.
- The curriculum is broad and balanced and pupils use the outdoor environment well to develop their knowledge of plants and animals.

Commentary

86. The 2003 national teacher assessments show that standards were broadly in line with national expectations and that the percentage of pupils attaining the higher levels was above national expectations. Test results also show that pupils did very well in experimental and investigative science. The school has maintained the high standards in experimental and investigative science, as identified in the previous inspection, and improvement has been good because of the high emphasis placed on enabling pupils to develop their skills of scientific enquiry and the headteacher's emphasis on developing the quality of teaching and learning. The curriculum is broad and balanced and good learning opportunities are provided for the pupils to develop their knowledge of plants and animals, especially in using the outdoor environment.
87. By the end of Year 2, pupils know how to set up an experiment and what constitutes a fair test. They know how to put their results in a table format, especially in collating and interpreting the different colours of pupils' eyes and food preferences. They know what conditions are necessary for plants and animals to survive and that materials can be altered by heating, squashing and bending. They know how to make a simple electric circuit. They know about the forces of gravity and they are very keen to talk about healthy foods and the effect of exercise on the body. All pupils, including those with special educational needs, make very good progress.
88. Pupils have very good attitudes to learning because of the very good quality of teaching. Teachers make lessons interesting. They inspire pupils by giving very good explanations and by asking challenging and demanding questions. This keeps pupils highly focused and they pick up scientific concepts quickly and accurately. Pupils listen attentively, work well in groups, share resources with one another and generally take a pride in their work. However, scrutiny of pupils' work reveals that teachers do not always mark pupils' spelling accurately and, too often, spelling mistakes are repeated. This slows down pupils' acquisition and correct use of subject-specific words.
89. The leadership of the subject is satisfactory. The co-ordinator is newly appointed and has been helped by the headteacher to develop the subject. Assessment is good and pupils are aware of what they need to do in order to improve.
90. The school has a good range of resources, especially books to stimulate in pupils a desire to learn, and ICT is used satisfactorily to support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards at the end of Year 2 are broadly similar to national expectations and are improving because of good subject-specific teaching.
- Resources are good.
- The recently appointed subject leader is enthusiastic and has a clear vision for the future direction of ICT.
- Good assessment procedures have recently been established to monitor and track pupils' progress.
- Although the use of ICT in subjects is developing well, a clear strategy for the cross-curricular teaching of ICT has yet to be implemented and monitored.

Commentary

91. By the end of Year 2, standards are broadly in line with national expectations and pupils' achievements are good overall. This is not as good as at the time of the last inspection but expectations of what pupils should be achieving are moving on at a very fast pace, due to improved ICT resources in school, and are now much higher. There have been several staff changes and the newly established subject planning and recently opened computer suite have not yet had time to impact sufficiently on raising standards. A new subject co-ordinator has been appointed and she is taking her role seriously in raising standards through her good quality teaching of the subject. All groups of pupils, including those identified as having special needs, are making good progress and achievement is good because of the new computer suite, clear subject plans based on national guidance and good teaching of specific ICT skills. Pupils in Year 2 use word processing skills to write poems, editing and saving to their own disks and printing their work. In numeracy, they use the computer effectively to find missing numbers and practise skills. They use a graphics program to create spring pictures and look at abstract art and create their own pictures in the style of Piet Mondrian and Jackson Pollock, learning how to use the flood-fill tool effectively to colour in sections. In science, they produced a bar chart showing how high different balls bounced and how far their cars travelled down a ramp. They learn to control a programmable toy and have a good understanding of how to make it move. Pupils enjoy using computers; they have good attitudes to learning, talk enthusiastically about how they use computers and about their work. However, the use of ICT in other subjects is only satisfactory and is developing but even more could be done to support learning.
92. From looking at teachers' planning, samples of work, talking to children and lesson observations, the quality of teaching is good. Teachers plan lessons using national guidance well, although this has only been introduced this year. They show good understanding of the units they are teaching and make good use of the interactive whiteboard in the computer suite. Pupils are well managed and they work at a good pace with good concentration and co-operation. Whole-school training is now paying dividends, as teachers are more secure in their knowledge and use of ICT.
93. Improvement since the last inspection has been good, especially in the acquisition of good quality resources. The newly appointed co-ordinator is enthusiastic and aware of what needs to be done so that the subject is well placed to improve. She provides good leadership and

management and has led training sessions for staff. Termly evaluations are undertaken and an action plan prepared, which links with the school development plan well. Assessment procedures are now firmly established and used satisfactorily to track and monitor pupil progress. The school has good resources and these are used well to support learning.

Information and communication technology across the curriculum

94. The use of ICT in other subjects is satisfactory and has been identified as an area for development in the school development plan. Evidence of good use to support learning in other subjects was seen in displays during the inspection. A clear strategy for the use of ICT now needs to be implemented and monitored. Good teaching, planning and assessment procedures mean that the school is well placed to raise standards further.

HUMANITIES

No comment can be made on standards in **geography** as insufficient teaching was seen and it was not the main focus of the inspection. From the scrutiny of teachers' plans and displays, the school offers its pupils a broad geography curriculum with the travels of Barnaby Bear featuring strongly in all the visits pupils make to other towns and countries. By the end of Year 2, pupils have good knowledge of their local environment and the shops within the locality. They can draw simple maps explaining where their homes are in comparison to the location of the school and many children know the capitals of European countries.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards exceed the expectations of seven-year-olds nationally and pupils' achievements are good.
- Good opportunities are provided for pupils to use a good range of artefacts.
- Pupils have good attitudes to learning and are interested in history.
- More use could be made of ICT to support learning; an issue identified in the previous report which the school is still addressing.

Commentary

95. By the end of Year 2, pupils exceed the national expectations of seven-year-olds and achieve well; they have good attitudes to learning. Pupils have a good understanding of chronology and quickly identify old and new things, explaining how things have changed over time. Pupils are fascinated by old artefacts. In Year 1, pupils have studied several stories by Beatrix Potter and have a good sense of the types of clothes worn in Victorian times and the style of language used to keep children engaged when reading 'Peter Rabbit'. Pupils know that children's interest in stories has changed over time and they can identify old and new clothes. They know about Florence Nightingale and the Great Fire of London. They also know how homes have changed and that in Victorian times there was no electricity and schools were very strict places.
96. Teaching is good, resulting in all groups of pupils achieving well. Teachers enjoy teaching history and this is evidenced by the good quality of displays around the school. Time is used

well in lessons and teachers mark work regularly but, on occasions, do not always correct subject-specific words which are spelt incorrectly.

97. There are, however, too few opportunities for pupils to use ICT. Opportunities are missed to use the computer, for example, to research topics and record their work in more interesting ways.
98. Subject leadership and management are satisfactory. The co-ordinator ensures that the scheme of work is followed and that resources are available for colleagues. Assessments are satisfactory but do not fully record the progress pupils have made in their acquisition of skills. A good range of visits is organised to support learning and pupils have visited museums and other places of interest.
99. Improvement since the last inspection has been satisfactory. High standards have been maintained but there is still work to do in developing ICT as an integral part of learning.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils exceed the expectations of the Locally Agreed Syllabus and their achievements are good.
- Good emphasis is placed upon the teaching of world faiths.
- Teaching is good and pupils learn well.
- Pupils respect the faiths of other pupils and have good attitudes to learning.
- Plenary sessions are sometimes rushed and do not enable pupils to identify areas that they found difficult in learning.
- Opportunities for writing are sometimes missed and the above average attaining pupils could be undertaking more formal recording of their learning.

Commentary

100. By the end of Year 2, pupils exceed the expectations of the locally agreed syllabus and achieve well because of the good quality of teaching. Pupils know that in all religions people pray and that Muslims call God Allah. They know that Jesus is the Son of God and that he looks after us, protecting us from evil. In a good lesson in Year 2, the pupils quickly made the connection between Jesus looking after his people in the same way that a hen looked after her chicks. All pupils know that praying is a way of communicating with God. Pupils know that you can pray anywhere but there are special buildings called churches, mosques, gurdwaras and temples where the faithful can go and pray.
101. Pupils have good attitudes to learning because of the good quality of teaching. Teachers manage behaviour well and use support staff very well to help all pupils access the curriculum. On occasions, opportunities are revised to challenge above average attaining pupils to formally record their work and plenary sessions are not sufficiently developed to enable pupils to identify what they found easy or difficult in their learning. Teachers give good explanations and ask good quality questions, such as why was it important for the artist Dürer to draw his brother's hands. Pupils fully understand the concept of sacrifice.

102. Pupils have good knowledge of other world faiths because teachers ensure that good opportunities are provided to explore world faiths. As a result, pupils are making good connection between the similarities and differences in religions.
103. The use of ICT to support learning is satisfactory, and good opportunities are provided for pupils to develop their literacy skills, as demonstrated in the large amount of written work that pupils have undertaken this year.
104. Religious education contributes very well to pupils' spiritual, moral, social and cultural education and subsequent personal development because good opportunities are provided for pupils to reflect in lessons on the beauty of the natural kingdom and the social responsibility that each of us undertakes to make the world a better place. Pupils know that the teachings of Jesus are firmly based on the respect and love we should have for one another.
105. The leadership and management of the subject are satisfactory, as are assessment procedures. Resources are good and are well organised to support learning. Improvement since the last inspection has been satisfactory; high standards and good quality teaching have been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Standards in **design and technology** appear at least average from examples available. Pupils learn how to design and make a pattern for a coat as part of their work about Joseph's coat of many colours. They realise that the two halves of the pattern need to match, and to be pinned on to material before it is cut. The school has had a project on puppets to encourage boys' skills in English, and the end results are good. Pupils talk about their work in design and technology with enthusiasm and their attitudes to the subject are good. The small amount of teaching seen was satisfactory. Lessons were well planned but the pupils found cutting the material frustrating because their scissors were too blunt. They understood very well what they had to do, but lacked the skills to carry out the tasks. **Physical education** was not a focus during the inspection and no teaching was seen. It is therefore not possible to make a secure judgement on provision. From looking at planning and the subject leader's management file, it is clear that all strands of the subject are regularly taught. Planning is clear and thorough based on national guidelines to provide sufficient progression and challenge. The subject is also well supported through a sports club and dance club, which are well attended by pupils. The subject is satisfactorily managed by the subject leader, who has undertaken a detailed subject review. Resources are good overall and readily accessible.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards exceed the national expectations of seven-year-olds and all groups of pupils achieve well.
- Pupils have good opportunities to work using a very good range of resources.
- Pupils have good knowledge of artists and the curriculum places good emphasis on developing pupils' skills of observation.
- Pupils have good attitudes to learning because they know what is expected of them.

Commentary

106. Pupils exceed the national expectations of seven-year-olds and achieve well. Displays are vibrant and well presented, clearly identifying the progress that pupils have made throughout their time spent in the infant department, especially in their skills of observational drawing. Portraits of pupils and paintings of flowers and fruit are accurate and detailed, demonstrating pupils' good knowledge of perspective. Pupils use a good range of materials, for example, they use natural materials to make collages in the style of Andy Goldsworthy and they use bright coloured chalks to ensure that their work on repeating patterns stands out on Joseph's coat of many colours. Pupils have good knowledge of the work of Van Gogh; they are taught how to use a good variety of tools, techniques and media, such as clay. The school gives art and design a high priority; examples of art and design work can be seen on every wall and the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
107. Teaching is good and pupils learn well and have good attitudes to learning because they know what is expected of them. In a good lesson seen in Year 1, the pupils were making a collage out of natural materials. The class teacher encouraged them to visualise what the end product would look like and this helped them to sort out the final composition of their collage.
108. Teachers model well for pupils; they clearly show them what the end product should look like and this helps pupils learn effectively. Teachers manage behaviour well and enable pupils to respond creatively by asking their opinions and preferences.
109. Leadership and management are good. A clear educational direction has been established and resources are good. Improvement since the last inspection has been good because a detailed scheme of work has been put in place. Assessments are satisfactory overall; an area that is being developed.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well.
- The quality of singing is good.
- Pupils can accompany their singing using percussion instruments well.

Commentary

110. By the end of Year 2, pupils exceed the national expectations of seven-year-olds and make good gains in learning because of good teaching. Teachers use a scheme of work that serves them well and ensures that pupils cover the requirements of the National Curriculum and experience a broad range of aspects of music. Teaching is good. In lessons seen, teachers and support assistants work well together to ensure that no time is wasted and pupils perform to their full potential. Pupils with special educational needs are very well supported so that they achieve very well. In lessons seen, the teachers' enthusiasm is as infectious as that of their pupils. Teachers enjoy teaching this subject even when the CD player breaks down whilst singing "Gonna Build a House Boat". Teachers use subject-specific vocabulary well, such as pulse, tempo and rhythm. Good opportunities are given for pupils to sing in assemblies and concerts; as a result, pupils have good attitudes to learning. Singing is tuneful and enthusiastic

and shows a good interpretation of the words. Pupils sing a variety of songs with style, handling two parts well.

111. The subject is led satisfactorily and resources are good. Assessment is satisfactory and is at the early stages of development. The subject contributes well to pupils' personal development. Improvement since the last inspection has been good, standards are higher than judged previously; there is no unsatisfactory teaching in this subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Too few lessons in personal, social and health education and citizenship were seen to make an overall judgement on provision but, from scrutiny of teachers' planning and interviews with pupils, this aspect of the curriculum is provided through topics and Circle Time and contributes well to pupils' personal development. Pupils are taught about rules that govern organisation and they know that these need to be adhered to for everyone's safety. They are encouraged to identify their emotions and talk about their problems, ensuring very positive relationships. All staff are committed to the personal, social and health education project and pupils have good opportunities to discuss issues such as friendship and the environment. They are particularly keen to get an entry into the "Golden Book" and take great pride to be mentioned for some selfless act or good piece of work. Personal, social and health education and citizenship permeates the curriculum well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	2

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