

INSPECTION REPORT

LINDLEY C OF E VOLUNTARY AIDED INFANT SCHOOL

Huddersfield

LEA area: Kirklees

Unique reference number: 107731

Headteacher: Mrs S Drake

Lead inspector: Mrs Sheila Pemberton

Dates of inspection: 10th to 12th November 2003

Inspection number: 259827

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
Number on roll:	268
School address:	East Street Lindley Huddersfield
Postcode:	HD3 3NE
Telephone number:	01484 222118
Fax number:	01484 300521
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Sylvia Johnson
Date of previous inspection:	21st to 24th September 1998

CHARACTERISTICS OF THE SCHOOL

The school, which is bigger than most infant schools, serves the Lindley ward of Huddersfield and is very popular among families in the locality. Because it is a church school, it also attracts families who live outside the local area but who attend the local church. It has 125 boys on roll who attend full-time and 23 part-time; there are 122 girls who attend full-time and 20 part-time. Children's attainment on entry into school is mainly typical for their age. The percentage of pupils known to be eligible for free school meals is below average. However, the socio-economic circumstances of some families are not quite as favourable as eligibility for free school meals suggests. The percentage of pupils with special educational needs is below average, most have difficulties with English and mathematics. An average percentage of pupils have statements of their special educational need, mainly for physical disabilities, emotional and behavioural problems and more serious difficulties with their learning. Over recent years, an increasingly high proportion of pupils are from minority ethnic backgrounds. Almost all of them speak English, but their first languages are mostly Punjabi, Urdu and Cantonese. The school has achieved a variety of awards. These are: the Active Mark Gold and the Healthy Schools, Investors in People, Schools Achievement, Eco School and Investors in Pupils.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. The excellent leadership of the headteacher and governing body combines with very effective teaching in English, mathematics and science to ensure that the school attains very high standards in national tests. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are in the top five per cent in the country in mathematics and science. They are well above average in reading and writing.
- The leadership of the headteacher and governing body is excellent; very good management has a strong impact on the quality of teaching and learning.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- Pupils are very keen to learn and they do their best in lessons.
- A few pupils are not getting enough help from teachers to improve their reading and writing.
- The school has excellent links with parents and very good links with the local community.
- The school is exceedingly careful of pupils' welfare, health and safety and does everything it can to promote good relationships.

The school has made very good improvements since its last inspection. Almost every aspect of the school's provision has improved since 1998. In response to issues identified in the previous report, standards have risen in reading. Teachers' planning has improved and is based on a very clear understanding of what pupils are expected to learn. Assessments of pupils' learning are now very accurate. Teaching and learning in information and communication technology (ICT) is better organised. The provision of role play and outdoor activities is much better in the reception classes.

STANDARDS ACHIEVED

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

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

Pupils' achievement is very good. In 2003, standards rose even higher than in recent years. They were in the top five per cent nationally in mathematics and science. This was because over half of all pupils reached a level higher than expected for their age in national tests in reading, mathematics and science. Girls do better than boys in reading, writing and mathematics. However, boys in the school do better than most boys nationally. The achievement of a small group of pupils throughout the school is not as strong as it could be in reading and writing.

A good proportion of children reach the goals expected for their learning by the end of reception and their achievement is good. A sizeable group of children is ready to start work on the National Curriculum before leaving reception.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils enjoy all activities in school. They get on well with one another

and their teachers and have very positive attitudes to learning. Behaviour is very good in reception and good in Years 1 and 2. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The school provides a very good quality of education for its pupils. Teaching is good. It is mostly very good in personal, social and emotional development in the reception classes and in English, mathematics and science in Years 1 and 2. Effective learning throughout the school is based on teachers' very good understanding of the curriculum and the high-quality activities they plan to engage pupils' interest in their work. The thoroughness of assessment and the tracking of pupils' progress ensure that most pupils are provided with work that meets their needs. However, some teachers are not providing enough individual help and guidance for the few pupils who lack confidence with reading and writing. The school provides a good curriculum that is enriched by a very interesting range of activities outside lessons. Excellent partnerships with parents add to pupils' enjoyment, secure feelings and confidence in school and provide a strong boost to their learning. The school also excels in the care it provides for pupils' health and safety. Very close attention is paid to the needs of pupils with physical disabilities and good provision is made for pupils with special educational needs and those who speak English as an additional language. Strong relationships with people in the locality add to the quality of the education the school provides.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher works closely with the governing body to provide excellent leadership for the school. The headteacher's determination to provide pupils with the best possible education and her vision for achieving this, are driving standards up. The headteacher's clear and often innovative ideas are put into action by senior staff through the very good management of teaching and the curriculum. The senior management team constantly and systematically checks all aspects of the school's provision and takes the steps needed to improve its quality.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They are pleased with the way it is led, the teaching, their children's progress and sensible behaviour. Although some parents would like more information about their children's learning, most parents are pleased with the quality provided through reports, parents' evenings and informal meetings with teachers. Most children enjoy school and know that they can depend on their teachers if they are worried or need help in lessons.

IMPROVEMENTS NEEDED

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

- Improve provision for the small group of pupils whose reading and writing are below average.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in **reception** is **good**. For pupils in **Years 1 and 2**, achievement is **very good** in reading, writing, mathematics and science. The school has steadily maintained high standards in these subjects over recent years.

Main strengths and weaknesses

- Most children do well in all areas of learning in reception. Their achievement is very good in personal, social and emotional development and in communication skills.
- In Year 2 in 2003, standards in reading and writing were well above average.
- Standards in mathematics and science in 2003 rose to a very high level in national tests.
- More able pupils did very well in reading, writing, mathematics and science in 2003.
- The achievement of a small group of pupils is not as strong as it could be in writing and mathematical development.

Commentary

1. When they enter reception, children's attainments are mostly typical for their age. Although some children spend only two full terms in reception, most make very good progress and a very high proportion (about 80 per cent) achieves the goals established for learning in personal, social and emotional development. Communication is another area where many children reach particularly high standards. At the end of their reception year, a good percentage of more able children make such good progress that they are already working towards the first level of the National Curriculum in reading, writing and mathematics. Assessment indicates that a large percentage of children do well by reaching the goals for knowledge and understanding of the world, and physical and creative development. A small group of children, composed mainly of those who are less confident and who get little help with learning at home or who are the youngest in reception, makes satisfactory rather than good progress in writing and mathematical development. At the beginning of Year 1, they still have some way to go before starting work on the National Curriculum.
2. Although they were above average when the school was last inspected, standards in Year 2 have risen faster than the national trend. This is because the school has steadily maintained well above average standards in reading, writing, mathematics and science over recent years. In national tests in 2003, there was a strong improvement in mathematics and science, when standards rose even higher and were in the top five per cent nationally. These standards were also maintained when the percentage of pupils reaching the expected level and above is compared with that of similar schools. Such high standards result because very good teaching enables a high proportion of pupils to reach a level of attainment above that expected in Year 2. While more able pupils did very well in reading, writing and mathematics, their attainment was in the top five per cent nationally in science.
3. Pupils who just miss many of the established goals in reception make very good progress in mathematics in Years 1 and 2. While their achievement is satisfactory in reading and writing, these pupils still have a lot of ground to cover if they are to reach satisfactory results in national tests in Year 2. The achievement of pupils with special educational needs is also very good. It is at its best in mathematics, where pupils who encounter difficulties with the subject all reach the level expected in Year 2. Almost all pupils who speak English as an additional language achieve the same high standards as other pupils. Although the school gives close attention and encouragement to boys, their achievement over the last three years is not as good as that

of girls in the school. However, boys in Year 2 do considerably better than boys in most schools nationally.

4. Standards are satisfactory in ICT. They are better than expected of pupils in Year 2 in art and design, history, geography and aspects of music that include singing, listening and performing.

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

Standards in:	School results	National results
Reading	18.1 (18.2)	15.7 (15.8)
Writing	16.9 (16.8)	14.6 (14.4)
mathematics	18.8 (18.7)	16.3 (16.5)

There were 101 pupils in the year group. Figures in brackets are for the previous year

Pupils’ attitudes, values and other personal qualities

Pupils' attitudes and personal development have improved and are now **very good**. Provision for spiritual, moral, social and cultural development is also very good, and high levels of attendance and good behaviour have been maintained.

Main strengths and weaknesses

- The school promotes racial harmony and understanding in an outstanding way.
- Teachers use excellent strategies to enable pupils to understand themselves and one another.
- Very good spiritual, moral, social and cultural development allows pupils to appreciate and respect others' backgrounds, abilities and values.
- The school uses good procedures to monitor and improve attendance and punctuality.

Commentary

5. Most pupils quickly develop positive attitudes to learning and enjoy coming to school. They arrive promptly and settle quickly into routines and lessons. Most enjoy activities and eagerly talk about their school. They are happy to share their opinions and listen to others. These positive attitudes, nurtured so well by the staff, enable pupils to learn and develop well and widen their understanding of the world around them. They build up very good relationships at all levels around school and so develop a maturity and understanding that belies their age. Pupils with special educational needs, and those who speak English as an additional language, have very good attitudes to learning because work is matched to individual needs and this enables them to achieve success. Teachers give pupils with special educational needs good opportunities to air their views, and their personal files show that they regularly assess their own progress. They are always invited to talk to the adults involved during their review processes and at other times.
6. Overall, behaviour is good. It was very good in nearly half of all lessons during the inspection and there were no exclusions for poor behaviour last year. Parents are happy that the school promotes good behaviour in many ways. For example, staff:
 - *investigate **all** worries so that no underlying problems are missed;*
 - *work well with parents, have high expectations of pupils, and really care about their pupils;*
 - *deal quickly and effectively with incidents where pupils fall out, enabling them to maintain and develop friendships, and so widen their understanding of the consequences of their actions on others;*

- *use effective systems, like the buddy scheme, to provide support and enhance pupils' personal development.*
7. Provision for spiritual, moral, social and cultural development is very good. Opportunities abound in assemblies, lessons, and other activities to promote pupils' personal development in many and varied ways. No occasion is missed to challenge moral attitudes, deal with hurt feelings, and help pupils to understand the effect of their actions on others. The school's close working relationships with parents from all backgrounds add another dimension to this development. It is sometimes hard to remember these are infant children because they display such maturity. The *OWLS Club*, run by a member of staff for pupils and parents, is primarily an environmental club, but it is so well planned and executed that its benefits go much further for all involved. It is an excellent example of the school's approach to personal, social and cultural development.
8. The school enhances personal development by:
- *promoting racial harmony imaginatively and effectively;*
 - *developing its relationships with parents;*
 - *promoting the work of the school council;*
 - *using every opportunity to use pupils' experiences to enhance their understanding of themselves and others;*
 - *using outside agencies, award schemes, and initiatives.*
9. Attendance is well above the national average and is in the top 10 per cent in the country. Registers are marked, closed and monitored effectively. The school ensures that parents and carers understand their role in supporting prompt and regular attendance and reporting reasons for absence.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	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	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	234	0	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	19	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	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 school provides pupils with a **very good** education.

Teaching and learning

Although teaching throughout the school is mainly good, some very good teaching underlies the high standards the school achieves in reading, writing, mathematics and science. A small amount of teaching is unsatisfactory. Teaching has improved well since the last inspection.

Main strengths and weaknesses

- Teachers have a very good knowledge of subjects and areas of learning.
- Pupils become totally absorbed in learning because of the interesting methods teachers use and the imaginative resources they provide.
- Because they receive strong praise and encouragement from teachers, pupils' attitudes and relationships are very positive.
- Assessment is very thorough. It provides clear information for tracking pupils' progress and provides details for their individual targets.
- Some teachers are not giving enough time and attention to promoting the learning of less able pupils.

Commentary

10. Most teachers are very good at using the techniques of the National Literacy and Numeracy Strategies. They are confident enough to adapt both strategies to the needs of their pupils and to use a very good variety of approaches and resources to appeal to the interests of young children. The thorough grounding in the basic skills of literacy and numeracy that begins in reception, is built upon systematically in Years 1 and 2. Most pupils' learning accelerates at a rapid pace in Year 2 as a result of very good teaching that includes a wide range of practical activities in English, mathematics and science. An unsatisfactory feature of teaching relates to the learning of less able pupils. These are pupils who are often among the youngest in a year group and who, for a variety of reasons, get a slow start to their learning. It is evident in their early work as children in reception, that they are starting to lag behind others in reading, writing and, sometimes, in mathematics. By the time they reach Year 2, the progress made by these pupils has not accelerated as with other pupils and they are not getting enough of their teachers' time and attention to catch up. In contrast, because their needs are identified at an early stage and they receive close attention from teachers and support staff, pupils with special educational needs make good progress with their learning. Teachers give similar attention to pupils who speak English as an additional language so their learning moves on at the same pace as others.
11. Cultivating very positive attitudes towards learning is a strong feature of all teaching. All pupils thrive in a climate where teachers value them and respect their individual achievements. The chance of getting their names in a *Special Book* is also a stimulus to producing good work. A boy who was praised for his efforts in Year 2, suggested quietly to the teacher that, because she was so pleased with him, she might want to put his name down for an award. Such secure relationships engender this sort of confidence in pupils and encourage them to give of their best in lessons. The thoroughness and accuracy of teachers' assessments make very strong contributions to the high standards the school achieves. Teachers' records show how carefully they track the progress made by individual pupils and produce qualitative information that drives the planning of tasks in lessons. It is because teaching and learning are subjected to continuous review, that they have improved so much since the last inspection. Teachers make good use of opportunities to improve their expertise and, as a result, standards are rising not only in mathematics and science, but also in subjects such as history, art and design and music.

Example of outstanding practice

Innovative and inspired teaching in an excellent lesson in Year 2 enabled pupils to produce writing of a very high quality.

After absorbing activities that set the scene for writing about *Owl Babies*, the teacher provided a steady stream of helpful advice and reminders about personal targets to pupils in her group. What was so effective about this strategy was that, as the teacher moved round the group, she focused on the areas where individual pupils needed to improve their work offering advice and powerful motivation with praise. "*Your handwriting is getting better every single day. It's joined up and neat. Can you remember what it was like before?*" This pupil showed considerable pleasure in achieving her personal target and set to work again with renewed vigour. In a tremendously positive session at the end of the lesson, a pupil who read his work aloud, was greeted with applause. Observing his pride in his efforts, the teacher offered the pupil further encouragement by offering to read his work aloud for him so that he could appreciate how good it was.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	8 (26%)	19 (61%)	2 (6%)	1 (3%)	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 curriculum

The curriculum has improved since the last inspection and is broad and balanced, with all statutory requirements being met. Resources and accommodation are satisfactory.

Main strengths and weaknesses

- Innovative curricular planning provides pupils with a variety of interesting and challenging activities. It successfully meets the needs of pupils in mixed-age classes.
- The school provides a good curriculum for children in reception.
- The curriculum for ICT has improved since the last inspection.
- The school has a strong commitment to ensuring that pupils with special educational needs have access to the full curriculum.
- A very good range of extra-curricular activities, visits and visitors adds richness and value to the curriculum.
- The outdoor play area for children in reception is too small.

Commentary

12. Thorough planning of the curriculum plays an important part in the high standards achieved by the school. The consistency of work provided for different classes in a year group results from joint planning by teachers. Teachers have carefully produced a curriculum that meets the needs of pupils in two mixed-age classes. National guidance for different subjects is used well to provide teachers with clear information about the most important objectives for pupils' learning and the skills that need to be taught. Improvements to the curriculum for children in reception enable many of them to achieve or exceed the goals established for their learning. Pupils with special educational needs, including those with physical disabilities, have access to the same well-balanced curriculum received by other pupils. When necessary, the school adapts its curriculum to meet the needs of pupils whose first language is not English.
13. As a result of good curricular planning, all pupils take part in interesting and challenging activities. Children in reception are provided with well-structured and enjoyable practical experiences that make learning fun. The curriculum in Years 1 and 2 builds well on this good start to pupils' education, with days being set aside to extend pupils' learning during special events. For example, all pupils take part in a *Super Learning Afternoon*, which emphasises *learning how to learn*. Such innovations are used well by the school, not only to extend learning but also to boost the achievement of boys. The curriculum for ICT has improved since the last inspection, with better quality computers and connection to the Internet. The school makes full use of national and local initiatives to enhance the curriculum. For instance, close liaison with partner infant schools helps to develop the curriculum in subjects such as ICT and religious education, as well as for children in reception and pupils with special educational needs. Very close links and a variety of joint activities with the adjoining junior school prepare pupils very effectively for the next stage of education.

14. A very good range of extra-curricular activities extends pupils' learning outside lessons. After-school and lunchtime clubs extend their sporting and musical interests. These include the choir, art, gardening and gym clubs. Of particular note is the *OWLS Club* for families, which helps pupils to gain an awareness of environmental issues. Visitors and visits to places of educational interest also enrich the curriculum. This was evident when representatives from a local church led an assembly that helped pupils to deepen their knowledge and understanding of the Christian faith. The curriculum for personal, social and health education is good. The school has gained Healthy School and Eco School awards as a result of its work in this area. Teachers plan activities carefully so that pupils learn to respect the values and beliefs of other pupils and adults. A wide range of visits supports social development well. To promote their personal development, pupils are given many opportunities to show initiative and take responsibility. Involvement in the school council helps pupils to learn about democracy and how to become responsible citizens.
15. There are enough well-qualified and experienced teachers to teach all aspects of the curriculum and they are complemented by a satisfactory number of teaching assistants who guide the learning of small groups of pupils. Resources are satisfactory and have improved in ICT. The outdoor play area for children in reception remains too small, but extensions are restricted by the unavailability of additional land. As a result, teachers make good use of opportunities to use the school's hall to develop children's physical skills. Attractive displays of pupils' work in corridors and classrooms help to make the building an interesting setting for learning.

Care, guidance and support

Care, guidance and support are excellent. Excellent health and safety procedures are checked and reviewed regularly. They underpin the quality of practice in the school. The involvement of pupils in the school's work and development is very good.

Main strengths and weaknesses

- Everyone who works in the school is totally committed to pupils' wellbeing.
- Excellent procedures ensure that all pupils have the help and guidance they need.
- Child protection procedures are understood by all staff and work well in practice.
- Induction procedures are very good and provide a secure start for children in reception.
- The school takes good care of pupils with special educational needs and pupils who speak English as an additional language.
- The school council gives all pupils a voice in how the school is run.

Commentary

16. The school is totally committed to taking excellent care of its pupils. It is alert to their needs and takes effective steps to promote their wellbeing. All rules and procedures for health and safety and child protection are in place and are reflected in practice around school. Many of the awards gained by the school, such as Healthy Schools and Investors in Pupils recognise the school's excellent levels of care. The school's partnership with other schools, nurseries and playgroups in an early years' forum ensures that children get a good start to their learning and personal development when they first come to school. Parents are encouraged to share helpful information about their children with teachers in reception, and the positive quality of relationships makes their children feel secure. Pupils' academic achievement and personal development are tracked systematically as they move through the school. Teachers are mostly very good at using information from assessment to provide targeted advice and guidance that meets the needs of individual pupils. There is some shortfall in the use of assessment to meet the needs of less able pupils in reading and writing.

17. The school makes a very good job of involving pupils in its development. It asks for their opinions through questionnaires, the school council and discussions in circle time. Pupils learn valuable citizenship skills by contributing to the running of the school council. They all get a chance to participate at levels suited to their age. For instance, pupils in Years 1 and 2 form and run the council with help and guidance from teachers. Children in reception meet less formally. All pupils' views are canvassed for items that form the council's agenda for discussions and jobs are shared out fairly. Other pupils get the opportunity to report to the council on activities in the school, such as the work of the gardening club. Regular meetings operate along formal lines, and pupils learn how to discuss, compromise and make decisions.
18. Staff respond sensitively and flexibly to pupils' individual needs by working with families and other agencies where appropriate. This means that pupils get the support that they need in a way that is helpful, and that they and their parents are happy to share their concerns and worries with teachers they like and respect. Pupils are encouraged to live and eat healthily and care for the environment. The individual educational plans of pupils with special educational needs are implemented very effectively by teachers and support staff. They are very clear and specify a few short-term targets with achievable aims. Teachers are good at managing the balance between challenge and support. When additional support is necessary, the school buys in external help and guidance for pupils who speak English as an additional language. In this way the school ensures that they all have full access to the curriculum and to extra-curricular activities.

Partnership with parents, other schools and the community

Partnerships with **parents** are **excellent**. Links with the **local community** are **very good**. Links with **other schools** are **excellent**.

Main strengths and weaknesses

- The school values and actively seeks the opinions of all parents and acts upon their views.
- Parents make good contributions to their children's education at school and at home.
- An active Friends' Association is very good at fundraising and organising social events.
- The school is committed to keeping parents well informed in a variety of effective ways.
- Excellent links with other schools and colleges contribute to the quality of the curriculum and staff training.
- The school has very positive relationships with the local community.

Commentary

19. The school provides very good information for parents. Although some parents would like more information about their children's progress, inspectors judge that the quality of information the school provides is very good. Progress reports are clear and cover all subjects and areas of learning, and pupils' individual targets are shared with their parents regularly throughout the year. The school makes extensive efforts to ensure that all parents are consulted and informed in ways that meet their needs. Close links exist with the parents of pupils with special educational needs and their views are taken into consideration at all times. Parents are kept fully informed about their children's progress. They receive copies of all documentation and are involved in regular reviews. All parents have the opportunity to support teaching in lessons and gain helpful information at special curriculum evenings. The annual meeting with governors is a welcome opportunity for governors and parents to work together for the benefit of the pupils. They do this through discussions of issues that affect parents from many different backgrounds. Parents run a busy Friends' Association, which provides valuable social activities as well as raising much-needed funds for the school. The headteacher and teachers chat informally to parents before and after school and all concerns are dealt with sensitively, quickly and effectively.

20. Excellent links with other schools and agencies deal with issues about the curriculum, teaching and learning and staff training. No better example could be given of the value of links with other schools than the link with a local special school. These links not only support a pupil who attends the school, but also give pupils valuable insights into the needs of others. The school has very productive relationships with its neighbours that have improved road safety and reduced vandalism through joint partnership in neighbourhood watch. The school strives for perfection in all its partnerships and, as a result, reaches excellent levels of care and support. Groups from the local community, and beyond, come into school regularly. They provide pupils with good role models, varied and interesting activities and insights into the world around them.

LEADERSHIP AND MANAGEMENT

Leadership is excellent and management is very good. This is an improvement since the last inspection and the strongest contributory factor to the achievement of very high standards. The effectiveness of the school's policy for promoting good race relations is assessed for its outcomes, its influence on teaching and the resources that are used.

Main strengths and weaknesses

- The headteacher's excellent leadership underpins all aspects of a very successful school.
- Excellent governance is provided by governors who are all highly involved in the school's work.
- Very good management is based on high quality systems to evaluate the school's performance and to plan for its improvement.

Commentary

21. The school is driven by the headteacher's unceasing efforts to maintain very high standards, strong teaching and an effective curriculum. Of equal importance to the headteacher, and shared by governors and senior staff, is a strong determination to foster very positive qualities in pupils through the school's provision for their personal and social development. To achieve both these objectives, the headteacher is highly responsive to the need for development and change and alert to the possibilities of achieving improvement through innovative practice. This ambitious agenda is shared by governors and staff and is evident in all aspects of the school's life and work. Little of what is of importance about the school escapes the notice of the governing body. This is because governors are analytical of all aspects of the school's provision, totally involved in all initiatives and take an active role in its improvement. The governing body provides a model of highly informed and energetic dedication to a school of which it is very proud. Governors are prepared to give as much time as is necessary to help achieve the objectives of planning for improvement.
22. The management of provision for pupils with special educational needs and pupils who speak English as an additional language is good. This is particularly the case in a school that does not have a lot of extra staff. The management of spending for special educational needs is very good because the principles of best value are applied. The headteacher and co-ordinators share a strong commitment to ensuring high-quality provision for pupils that is shared by the staff and governors. Those working with pupils with specific needs attend relevant courses and this is reflected in the quality of provision.
23. A uniquely effective programme for improvement that is planned and maintained by the headteacher is put into place by senior managers, co-ordinators, teachers and support staff. This is done through systematic and annual monitoring and evaluation of:
- *the progress and effectiveness of strategic planning;*
 - *the impact of the curriculum for pupils in different year groups;*

- *every subject of the curriculum;*
- *teaching and learning in lessons;*
- *teachers' planning;*
- *the effectiveness of assessment;*
- *the outcomes of training and managing the performance of teachers and support staff;*
- *pupils' work, its display and pupils' progress towards their individual targets;*
- *provision for pupils with special educational needs;*
- *the needs of pupils who speak English as an additional language;*
- *initiatives to improve the performance of boys;*
- *the progress of financial expenditure;*
- *the effectiveness of initiatives in the school's planning for improvement;*
- *behaviour in the playground.*

24. With such high levels of thoroughness to guide their work, the effectiveness of the roles of senior staff has shown very good improvement since the last inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	633,063
Total expenditure	616,599
Expenditure per pupil	2,048

Balances (£)	
Balance from previous year	12,004
Balance carried forward to the next	16,464

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Numbers have grown in reception since the last inspection and children are now taught in three reception classes and a mixed-age class with pupils in Year 1. Children whose birthdays fall in the spring and summer terms attend school on a part-time basis until January. Many attend playgroups rather than nurseries before coming to school and assessment indicates that their early attainment when they start school is mainly typical for their age. Provision has improved since the last inspection and **teaching and learning are mostly good**.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The high levels of care, respect and warm relationships teachers provide contribute very effectively to children's confidence, increasing independence and self-esteem.
- By providing children with clear boundaries, targets and praise for getting things right, teachers establish a secure basis for very good social development.
- Interesting activities and opportunities for play provide children with enjoyable and imaginative experiences.
- Teachers offer very good role models for children to use when dealing with one another, communicating their feelings and behaving appropriately in different situations.

Commentary

25. After half a term in school, the teachers' respectful and caring relationships with children are reflected in the children's kindly attitudes towards others. A girl who was washing her hands paused when she saw the difficulty experienced by a boy who joined her. Because of his height, he found it hard to reach a tap. Without hesitation, the girl hunted down an elusive purpose-built step that helped the boy to achieve his goal. She conveyed her certainty that praise was unnecessary by saying in a matter-of-fact way: "**You've got to be kind to little people!**" Teachers are very good at instilling their expectations for sensible behaviour. They establish the social conventions very quickly. It was possible to hear a pin drop when a group of children waited patiently for their teacher to complete the register. She had explained to them that the job was harder if they talked or made a noise.
26. The experiences teachers provide for role-play are much better than at the time of the last inspection. The *supermarkets* in every reception class offer children imaginary situations where they learn to negotiate the parts they play, describe their chosen activities and work sociably with others. After inviting an adult into the *supermarket*, a group of children became alarmed because they had exceeded the number allowed in the shop. They overcame the problem by suggesting that the adult did some quick shopping before moving on. Children's awareness of social conventions that extend beyond the classroom was demonstrated when a shopper who was tired of waiting pushed to the front of the line. "*Excuse me*", was the firm comment of the child whose turn it was, "*but this is a queue*". Without argument, the errant shopper went meekly back to her place.
27. The praise and rewards teachers give are very strong tools that build children's confidence and self-esteem. In one class, the teacher rewarded hard work with the comment, "*Give yourself a well-done feeling. You're very clever children. Well done, fan...tas...tic!*" Children respond by patting their chests. This strategy has a marked effect on children's confidence and spurs them on to fresh efforts when answering questions and joining in discussions. In the same

class, children recite little mantras to remind them of the targets that put the teachers' high expectations into words. A very good example of the way that children are taught to respond to national events with appropriate actions and expressions was evident on Remembrance Day. The teacher had already explained why people remember the dead of two world wars, and had little occasion to remind everyone to stand with solemn faces for a full minute of silence. This was a very positive achievement for many of the four-year-olds in the class and demonstrated how very effective teaching ensures that most children reach, and a good number exceed, the goals for personal, social and emotional development by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers are good at developing the basic skills of language and literacy.
- With clear instructions and encouragement from their teachers, children become very attentive listeners.
- Teachers make very good use of homework to allow children to practise their reading.
- Although most children get helpful guidance that enables them to write, a few children are not getting the right sort of help to improve their work.

Commentary

28. Over half of all children reach and, of these, about a fifth surpass the goals established for their learning in communication, language and literacy by the end of their reception year.
29. Because they receive such clear instructions and teachers pitch explanations about the work at exactly the right level, children listen with very high levels of concentration. When children in one class sat on the carpet to discuss their experiences of Bonfire Night, they listened without any interruptions when their teacher spoke to them. Some children are not as responsive when invited to contribute to discussions that involve the whole class. In awareness of this hesitancy and the reluctance to join in experienced by these children, teachers encourage them to share their ideas with a partner rather than with a wider audience. This strategy improves most children's confidence during whole-class discussions although, in their first term in school, a few would still rather listen than talk. Depending on their experiences before starting school, children who speak English as an additional language show varying degrees of confidence with their speech. Only a few are reluctant to talk to others or to take part in discussions. These children receive especially close attention when working in groups at activities guided by their teacher.
30. Teachers use an enjoyable programme that introduces children in a pleasurable way to the names of sounds and letters. They are good at encouraging children to use their knowledge of letters to break down and identify simple words when reading and to build up spellings in their writing. To add to the impact of teaching reading in lessons, teachers involve parents in reading with their children at home. Most parents are very supportive of this initiative and this joint effort has a marked effect on children's learning. Teachers provide many opportunities and models for writing. They offer strong encouragement for children's early efforts and value their attempts to produce their own spellings. This clear guidance is reflected in the growing competence and accuracy evident in most children's independent writing. The writing of a few children, often the least confident or the youngest in reception, shows little progress by the end of the year. These children's books indicate a lack of the strategies that teachers need to overcome this weakness.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers use a good range of strategies to help children understand the work.
- Teachers use the skills of teaching assistants and parent helpers effectively to provide close attention for individual pupils.
- Children respond positively to strong praise for their achievements.
- Resources and planned activities interest children in mathematics and promote their learning.

Commentary

31. Teachers' warm relationships with children and firm guidance set the mood for high levels of attentive listening. Counting becomes enjoyable when teachers involve children in physical activity. For instance, in one lesson, children were taught to perform actions such as, six stamps of their feet, six taps on their hands and six pats on their shoulders. They watched a programme on television that involved them in tracing numbers in the air, counting, recognising number patterns, using mathematical language and singing number rhymes and songs. Teachers regularly intervene to check that everyone understands the purpose of these activities. To strengthen and assess their learning, teachers ask individuals and groups of children to demonstrate their understanding.
32. In another lesson, a teacher got a positive result from a group of children who were ordering numbers from nought to 20 by asking them to work in pairs. This added to the success of the activity because of the amicable and organised way children worked together to get the right result. In one group, one child sorted the numbers while the other ordered them. In another group, one child ordered numbers one to 10 while the other dealt with 11 to 20. The final pair discussed what came next and took turns to put the numbers in line. To make good achievement possible, teachers make good use of the skills of teaching assistants and parent helpers. When teachers work closely with a group of children, they ensure that others in the class receive care and guidance from support staff and volunteers. In some lessons, teaching assistants take an active part in whole-class sessions. Their help is particularly beneficial to children with statements of special educational need and younger, less confident children.
33. Teachers are good at producing resources that clarify children's understanding and reveal the difficulties encountered by groups and individuals. For instance, when several children reacted slowly when asked to identify the number that comes after two, their teacher drew their attention to a number line and gave them time to touch the number before continuing with the work. By praising them when they succeed, teachers produce a positive *glow* in many children. Strong praise helps children to recognise their achievement and to verbalise pleasure in their learning. By the end of their year in reception, about 60 per cent of children reach the goals for mathematical development. As many as half of them surpass these goals, and are already working at the first level of the National Curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Only one lesson was observed and too little recorded work was seen to make judgements about these areas.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good management of the subject keeps standards in reading and writing at levels that are well above average.
- Teachers make very effective use of the National Literacy Strategy.
- Most of the teaching is very good. It is directed by very clear information from assessment.
- A few less able pupils do not receive the help they need to improve their reading and writing.

Commentary

34. Very good teaching is at the core of consistently high standards in reading and writing. Most teachers are so confident in their use of the National Literacy Strategy that they adapt it to meet the needs of pupils in their classes. The inviting range of planned activities and the resources that teachers use appeal to the interests of young pupils, enliven lessons and bring enjoyment to learning. Pupils improve their spoken language and reading when performing plays with stick puppets. Their confidence before an audience and their speech improve as they act in role as characters from a story or answer questions from others about the characters they portray. Very thorough assessment provides teachers with a clear view of pupils' attainments and where the next step of their learning lies. By tracking pupils' progress and sampling pupils' work on a regular basis, teachers establish targets that drive the course for improvement. All teachers are aware of the findings of assessment. Some, however, are not giving close enough attention to pupils who are often the youngest or least confident in a class and whose writing is improving slowly and whose achievement in reading is not boosted by parental help at home.
35. The good help that teachers and teaching assistants provide for pupils with special educational needs ensures that most reach the lower end of the level expected for their age in national tests. Only a very small group of these pupils, together with several pupils who have difficulties with spoken English, reach the level below that expected in reading and writing. Because teachers put considerable effort into ensuring that they speak accurate English and understand the meanings of stories, instructions and explanations, the standards reached by pupils who speak English as an additional language are usually as high as those reached by most pupils. High quality leadership and very good management stem from the systematic and annual review of provision. This is backed by a programme that allows the co-ordinator to check the quality of teaching and learning in lessons, to provide feedback for individuals and arrange any additional training needed to improve their expertise.

Language and literacy across the curriculum

36. Teachers ensure that pupils have abundant and varied opportunities to practise many forms of writing in different subjects. Pupils write to express their ideas and record their understanding in subjects, such as religious education, history and geography. In science and mathematics, pupils discuss their findings and record the outcomes of investigations. Spoken language and reading are developed when pupils talk about their work and read it out at the end of lessons. Most lessons provide a forum for discussion and pupils learn to voice their opinions with the use of clear vocabulary, particularly in personal and social education.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards have risen to a very high level since the last inspection.
- Pupils' achievement is very good.
- Very good teaching gives pupils the confidence to take risks when solving problems.
- Leadership and management are very good.
- The tracking of individual pupil's progress links to a very thorough approach to assessment.
- The skills of teaching assistants and volunteers are not always fully utilised.

Commentary

37. Standards are very high in comparison with those expected nationally by the end of Year 2. Over half of the class reached a high level in national tests in 2003, which is a good improvement from 2002. For pupils in the current Year 2, standards remain well above average. The very few pupils who struggle with the subject make satisfactory progress because teachers give them time to experiment with practical equipment. The achievement of most pupils in Year 2 is very good.
38. Teaching and learning have improved since 1998 because teachers have embraced new methods and resources to promote pupils' mathematical understanding. Although there is little recording in pupils' books, the value of using tools, such as mini whiteboards or number petals, is that pupils of all abilities and learning styles can experiment and enjoy full participation in the work. Teachers are very skilled at scanning and directing individuals towards support staff. They have recently adopted a more formal approach on one day each week, which includes the precise teaching of calculation and problem-solving techniques in a step-by-step way. This form of instruction is working well because it is balanced with the time allocated for pupils to carry out their own investigations. The school manages extra help for pupils with special educational needs by targeting specific questions towards them and by briefing support staff and parents. On occasions, the skills of teaching assistants and volunteer parents are not fully utilised and the quality of briefings for them could be better. At other times, briefing is very good and includes appropriate questions to ask and language to use.
39. Leadership and management are very good and the key to their effectiveness lies in the whole team's commitment to improvement without losing sight of the individual. Partnership with a numeracy adviser from the local education authority has resulted in improvements to standards and the precision teaching of calculation. The use of assessment and procedures for tracking pupils' progress are exceptionally good and are producing very confident, questioning mathematicians.

Mathematics across the curriculum

40. Pupils' have very good opportunities to practise their mathematical skills and the school plans opportunities that allow them to develop their skills naturally. For example, in history, pupils in Year 1 ordered dates such as 1809 and 1914 onto a timeline that stretched from 1000 to 2000 AD. The teacher did not rush to correct an inaccurate response but gave pupils time to recognise their mistakes.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils attain high standards and achieve very well.
- Teaching and learning are very good.
- The curriculum emphasises learning through practical, first-hand experiences.
- Pupils have positive attitudes to the subject.
- Planning and assessment procedures are thorough.
- Leadership and management are very good.

Commentary

41. Good improvements to standards since the last inspection stem from a well-planned curriculum that enables pupils to develop scientific skills, knowledge and understanding by taking part in structured practical activities. As a result, pupils have well-developed investigative skills and carry out fair tests with little help from teachers. They make sensible predictions and record their findings accurately in a variety of ways. During investigations, teachers provide many opportunities for pupils to work together in pairs and small groups. This collaborative activity makes a very positive contribution to pupils' personal and social development.
42. High-quality teaching is an important factor that influences pupils' very good achievement. Teachers prepare and manage lessons well by giving all pupils tasks to challenge their thinking. Activities build well on previous work so that pupils use their existing scientific knowledge and understanding to support new learning. There is a good balance between explanation from the teacher and independent work, which helps pupils to become responsible for their work. This was the case in a very good lesson in Year 2, where pupils explored a variety of objects to find out how the properties of materials affect the purpose for which they are used. Because teachers are enthusiastic about science and make lessons interesting, pupils show considerable enjoyment in their work. They are keen to be involved in practical activities, handle scientific equipment with care and are appreciative of others' ideas during discussions.
43. Planning and assessment are thorough and ensure that all pupils, including those in mixed-age classes, are given work that matches their ability and so are able to develop their learning in a progressive manner. Planning is particularly effective as teachers of pupils in the same year group plan the work together to ensure consistency of provision and to share good practice and ideas. Assessment and the tracking of pupils' progress give teachers clear views about pupils' attainment and how to improve their work. Homework provides parents with opportunities to share their children's learning and increase their own child's understanding of science. Leadership and management are very good because the co-ordinator has a clear view of how to develop teaching and learning in the subject. By systematically checking the quality of provision on an annual basis, the co-ordinator has created a detailed plan of action to maintain high standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision in ICT has improved since the last inspection.
- Because pupils enjoy working with computers they are receptive to new skills.
- Good leadership and management are improving the quality of teaching and learning.
- Thorough procedures for assessment help pupils to improve their attainment.
- Teaching a whole class is difficult with only three computers in each classroom.

Commentary

44. Standards for most pupils in Year 2 match those expected for their age. Because of improved provision, more able pupils now make good progress and are beginning to achieve high levels in the subject.
45. The school has successfully improved the quality of teaching since the last inspection. Training has increased teachers' expertise and confidence so that teaching is now satisfactory. As a result, pupils are provided with work that meets their needs and their achievement is satisfactory. Teaching and learning have gained from the purchase of new computers and a better range of software. This allows pupils to take part in activities that cover all aspects of the subject and to benefit from increased opportunities to use ICT in other subjects. Good teaching in Year 2 took place in a lesson on using the *shape* and *flood fill* tools to create and colour a variety of shapes within shapes, to create pictures in the style of Gustav Klimt. By demonstrating the technique to good effect, the teacher ensured that all pupils learned to customise the palette of colours as part of the activity. Pupils enjoy using computers and are very positive about acquiring new skills. They are confident and highly motivated when working independently. The way that teachers encourage pupils to work in pairs makes a good contribution to their personal and social development.
46. The co-ordinator leads and manages the subject well. She has prepared an action plan that has the potential to raise standards and further improve teaching and learning. The co-ordinator has also helped to improve assessment procedures by producing an ICT diary, which pupils use to find out how well they are doing and what they need to do next to improve. The teaching of new skills to a whole class is difficult with only three computers in each classroom. The school has purchased a large smartboard for one class, as a start to overcoming this problem.

Information and communication technology across the curriculum

47. Pupils make good use of ICT to support their work in other subjects. For example, in Year 1, they make pictograms of different types of transport in their work in mathematics. In history, they use the Internet to increase their knowledge about Guy Fawkes and the Gunpowder Plot. In Year 2, pupils show good skills when word processing their writing. They create a variety of graphs in science to show the habitats of different mini-beasts.

HUMANITIES

Geography

No teaching was seen in geography but last year's work showed evidence of teachers' thorough approach to the subject. Work in the locality, evident in the work of pupils in Year 2, indicates that standards are above those typical for their age. Teachers make good use of the local area to enliven

the subject and make it relevant to pupils' experiences. For instance, pupils describe their favourite landmarks in the locality and carry out surveys about noise pollution on the school site. Through regular, planned checks on the quality of teaching and learning, the co-ordinator has a clear view of provision in geography and knows what needs to be done to maintain good standards.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are better than those reached by most pupils in Year 2 because teachers use stimulating methods to promote learning.
- Pupils have very positive attitudes towards the subject.
- Pupils' knowledge is deepened through enriching experiences provided by visits and visitors.
- Leadership and management are good.
- The timings of lessons are often fitted around other subjects and do not always deepen knowledge well.

Commentary

48. At the end of Year 2, over half of all pupils have in-depth knowledge of history. In Year 1, pupils discussed a recently televised Remembrance Day service and revealed that they take a keen interest in current affairs. This is because teachers, pupils and parents work as a team so that lessons are meaningful to pupils and pupils are keen to learn. Pupils' work shows that teachers provide many good opportunities for them to respond to interesting experiences that they will remember in the future. The local environment is a rich resource that is exploited well to develop pupils' skills and knowledge of history.
49. Imaginative teaching is a key feature of effective learning. Inspirational teaching was evident in lessons where pupils learned the true meaning of remembrance through celebration by focusing on items connected with famous events. For example, one teacher planned a lesson for the 11th of November so that six and seven-year-old pupils would understand the significance of wearing poppies and which world war was being commemorated. In a parallel lesson, the teacher produced a soldier's map case, binoculars and a tin for emergency rations. Pupils explained how they knew these items were old. Emphasis on first-hand experience is clear in pupils' writing in both subjects. For example, pupils write at length about visits to the locality and to museums. Pupils from Year 2 interviewed a local community worker about her childhood during the war, and learned about differences in food, clothes, machines and play. Although the subject is often fitted around other lessons, teachers work hard to split lessons to give pupils time to reflect on their learning. Leadership and management are good. Through clear audit and development plans, the co-ordinator checks pupils' progress in different classes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Though no lessons were observed, it is evident from displays and the school's portfolio of art and design that pupils reach standards above those typical for their age and achieve well. Teachers give pupils opportunities to use a wide variety of materials to develop their skills in different artistic techniques. In doing so, good use is made of a study of famous artists as a stimulus for their work. For example, pupils in Year 2 use a computer program to create pictures in the style of Gustav Klimt. Displays of pupils' art around the school are of good quality and reflect the care that pupils take with their work. They also show how much teachers value pupils' work, as they are willing to spend so much time in preparing it for viewing.

Design and Technology

There is not enough evidence to make a secure judgement about standards or the quality of teaching and learning. However, the curriculum is well-planned and provides pupils with opportunities to use a wide range of materials to develop their skills in the subject. Pupils learn how to design and make products and provide simple evaluations about their quality and how they might be improved. There are good links to other subjects, such as science, where, as part of their work on forces, pupils discover how to make pictures move by using levers as sliding mechanisms.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards are good because teachers use stimulating methods to promote learning, which lead to pupils' very positive attitudes towards the subject.
- Pupils benefit from enriching opportunities to develop skills which give them the chance to perform for parents and the public.
- A clear audit and development plan allow the co-ordinator to check pupils' progress.
- The timings of lessons are often fitted around other subjects and sometimes limit the amount of work covered.

Commentary

50. Although standards are good, they are better in singing, listening and performing than in composing, playing and musical notation. Good teaching promotes collaborative working and positive attitudes to music. In Year 1, for example, pupils selected the right sort of instruments to accompany sounds from a poem. This activity encouraged good appreciation of rhythm and pitch. Inspired teaching and shared enjoyment combined to help pupils reach high standards and a brisk pace of learning. Pupils contributed their ideas in a very confident manner. For example, the teacher had her own ideas about which instrument best represented a knocking sound, but still encouraged a pupil who chose an alternative instrument. Taking account of pupils' ideas is leading to confident music-making because the emphasis is on listening to pupils and giving them a voice.
51. The celebration of skills when the choir performs clearly demonstrates pupils' perseverance and confidence. Other enriching opportunities abound, such as the musical element of a *Super Learning Afternoon*, which included a creative focus from a song about colours linked to the interactive whiteboard, and a dance ensemble related to the *Carnival of the Animals*.

52. Leadership and management are good. The co-ordinator has improved teaching by producing a clear programme of work and a manageable system for assessing pupils' learning. Resources are managed very efficiently so that pupils have access to good-quality instruments. An audit and a development plan for music contain plans for checking learning in lessons. Teachers are aware that lessons are sometimes cut short but try to balance provision over the course of a week.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching has improved since the last inspection. It is now good.
- A good range of extra-curricular activities extends pupils' skills in the subject.
- Leadership and management are good.
- Some teachers lack confidence in teaching dance.

Commentary

53. Most pupils reach standards typical for their age and their achievement is satisfactory. Teaching in the three lessons seen was good. Teachers' secure knowledge of the subject enables them to explain to pupils how to set about activities and how to improve their performance. Teachers set a good example for pupils by dressing appropriately for lessons and, as a result, are able to demonstrate techniques well. This was evident in gymnastics in Year 2, where the teaching led pupils to improve the way they landed after jumping from apparatus. Pupils in Year 1 improved their accuracy when throwing and catching beanbags as a result of guidance and encouragement from their teacher. There are instances when the concluding parts of lessons are rushed and not used as well as they could be to reinforce pupils' learning.
54. A very good range of extra-curricular activities includes gym and *energise* clubs. As well as extending pupils' interest in the subject these clubs make a positive contribution to pupils' personal and social development. Leadership and management of the subject are good, with the co-ordinator having a clear understanding of the quality of teaching and learning in the subject. Opportunities to formally check the quality of provision enabled the co-ordinator to identify the need to improve teaching in dance. Consequently, the action plan for physical education contains details of training for teachers that will improve their expertise in dance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school places a strong emphasis on pupils' personal and social development.
- Pupils are provided with clear guidance in the school's programme for health education.
- Pupils have growing awareness of their role as good citizens.

Commentary

55. Teachers are good at providing pupils with very clear information so that they know what is expected of them in every situation. This ranges from clear instructions about tasks, to targets for both academic and personal development, class targets and rules devised jointly by teachers and pupils. Feeling secure in the knowledge of what teachers expect provides pupils with a very good basis for personal and social development. Circle time, when whole classes discuss personal issues, provides teachers with a very good vehicle for developing pupils' personal growth. In a lesson in Year 2, for example, the teacher used a story skilfully to help pupils to explore feelings that are common to many young children. For instance, pupils talked about how it felt to be lost, frightened and disappointed. As one pupil said, *"If someone you love has gone you feel lost!"* Another reported that, *"I felt really happy when I started this school because I made a lot of friends."* With the teacher's intervention, pupils listened very attentively as everyone took a turn to speak and their behaviour was very polite.
56. The school's status as an Eco and Healthy school not only adds to pupils' awareness of the need to look after their bodies, but also to their understanding of their wider responsibilities as citizens to take care of the environment. Their initial understanding of living in a democratic society is fostered by membership of the school council. When exploring the difference between right and wrong, teachers engage pupils in discussion of issues such as how the short-term pleasurable effect of wrong actions can be damaging, not only to the person involved, but also to the wider community. For instance, pupils who enjoy rough encounters in *play fights* can unwittingly cause injury to others. Assemblies, where awards are presented for outstanding effort, make all pupils feel valued as members of the school's community and are a powerful tool for promoting personal and social development. By providing pupils with responsibilities for the smooth-running of the school and caring for others, the school goes a long way towards developing pupils' views about what it takes to become good citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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