

INSPECTION REPORT

JOHN KING INFANT SCHOOL

Pinxton

LEA area: Derbyshire

Unique reference number: 112607

Headteacher: Margaret Ward

Lead inspector: Barbara Crane

Dates of inspection: 13th – 15th September 2004

Inspection number: 267115

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
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	144
School address:	Church Street West Pinxton Derbyshire
Postcode:	NG16 6NB
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Jim Coyle
Date of previous inspection:	28 th June 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average school that takes boys and girls from four to seven years and there are 144 pupils on roll. All but a very small number of pupils come from white British families and all speak English as their first language. An average number of pupils have special educational needs, mainly involving speech and language or learning difficulties. None of the pupils has a statement of special educational need, although the local authority makes special provision for a few of the pupils.

The school serves a very mixed area with some challenging social and economic factors. The number of families moving in and out of the school has sometimes been high. This was the case last year, when the total mobility in the school was five times higher than in most schools. Children's attainment on entry to the school is below average, overall, although a full range of attainment is represented.

The school has gained a School Achievement Award in each of the last three years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English, art and design, music, areas of learning in the Foundation Stage.
19426	Chris Farris	Lay inspector	
32827	Jackson Marshall	Team inspector	Mathematics, geography, history, religious education, special educational needs.
18935	Chris Bolton	Team inspector	Science, information and communication technology, design and technology, physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Standards are well above average by the time the pupils leave and all groups of pupils achieve very well. The school works successfully to promote pupils' personal development and takes very good care of them. Very good quality teaching and an interesting curriculum are major factors in pupils' progress. Excellent leadership by the headteacher leads to a supportive and happy community in which children come first. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher's outstanding clarity of vision drives the school and very good leadership and management underpin its success in improving teaching and learning.
- High standards and achievement result from very effective teaching that uses assessments to adapt work to meet different pupils' needs.
- Pupils thrive in an environment in which they are valued and respected as individuals and guided and supported very well.
- Nearly all aspects of pupils' personal development are very well promoted, but too few opportunities are planned to raise pupils' awareness of different cultures.
- Parents have a high level of confidence in the staff because it goes to great lengths to get parents involved in school life and children's learning.
- While pupils make overall good progress in speaking, some should be doing even better.

There has been very good improvement since the last inspection in 1999. Pupils' achievement, standards, teaching, leadership and management are better. More able pupils are now well catered for. The school's provision for information and communication technology (ICT) has improved and the range of activities for physical education has been extended.

STANDARDS ACHIEVED

Pupils' achievement is very good throughout the school. Standards at this school have risen at a faster rate than in most schools. Results of the tests for seven year olds in 2003 were above average in reading and mathematics and well above average in writing when compared to all schools and similar schools. A similarly strong picture was reflected in the tests in 2004 and the pupils' performance in reading and mathematics improved further. By the time they start in Year 1 most children reach the goals for their age in all areas of learning and exceed these in their personal, social and emotional development. Standards now are well above average in Year 2 in reading, writing, mathematics and science. More able pupils achieve very well. Pupils with special educational needs do very well because of effective support. Some pupils should be doing even better in speaking. Pupils do well to reach above average standards in ICT, religious education, history and music.

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

Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' personal development, including their spiritual, moral and social development, is very good. Pupils have very good attitudes to learning. They behave very well because of the high expectations and clear guidance by the staff. Pupils are polite and respectful towards each other and

adults, following the good example of adults in the school. Pupils enjoy their school life and very good relationships exist between those of different ages, abilities and backgrounds. Cultural development is satisfactory. Pupils' awareness of their own culture is good but opportunities are not fully taken to extend pupils' understanding of different cultures. Attendance is better this year than last, and is now average. Pupils come to school punctually, ready to work and to take advantage of what is on offer. Parents bring children into classrooms well before the start of the school day and are warmly welcomed by the staff.

QUALITY OF EDUCATION

The school provides a very good quality education. Teaching and learning are very good because pupils of different abilities get what they need to be successful. Pupils want to learn because the work is interesting, teaching is lively and effort is recognised and valued. Teaching assistants play a full part in the team and give very good support to pupils who need extra help. The checks on how well pupils are doing in reading, writing and mathematics are used very well to set targets for pupils to aim at. Some opportunities are missed in teaching, however, to promote even better achievement by average and less able pupils in speaking. There is a very good curriculum that engages pupils' interest and broadens their experience. Practical activities abound, so that pupils learn through doing and the staff ensure that all are fully involved. There are many interesting activities outside normal lessons, often involving visitors to school or trips to places of interest. The school's accommodation is limited, but it uses this to advantage because pupils quickly learn that the needs of others need to be considered so that all can exist harmoniously. The school's good resources are well used to support learning and the environment is bright and inviting. Pupils are taken care of very well and they know who to turn to if they have problems. The consistent support team for each class, including teaching assistants and mid-day supervisors, helps their confidence. There is a very strong partnership with parents that helps them to get involved with their children's learning at home and in school.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good and there is a strong climate of self-evaluation that results in the school knowing what it is doing well and what needs to be worked on next. The staff work very well together to bring about improvement. The headteacher provides excellent leadership, both in creating a community in which everyone is included and in setting high expectations for pupils' achievement. Key staff provide very good support. The targets that are set for improvement in performance are very well managed and achieved through the concerted effort of all staff. The school has identified the relative weakness in pupils' speaking through its very good monitoring systems and is acting to improve teaching. Very good management means that the school uses its funds wisely to support pupils' achievement. The governance of the school is good and all statutory requirements are met. The staff and governors work well together, with the common aim of providing the best for the pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have great confidence in the school and appreciate the warm welcome they get from the staff and the guidance that they are given to help their children settle into school and to support learning at home and school. Pupils have very positive views about school and appreciate what the staff do for them.

IMPROVEMENTS NEEDED

Improve the achievement of the average and lower ability pupils in speaking.

Improve pupils' awareness of different cultures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **very good** and standards are **well above average** by the age of seven.

Main strengths and weaknesses

- Children get off to a very good start in the Reception year.
- Pupils of all abilities, including those with special educational needs, achieve very well.
- Average and lower ability pupils should be doing even better in speaking.

Commentary

1. There has been very good improvement since the last inspection and standards at this school have risen at a faster rate than in most schools. The school has maintained a positive picture of standards over time and management has worked diligently to find areas for improvement and resolve any problems. This has recently led to further improvements in reading, mathematics and investigative work in science. The results of the tests for seven year olds in 2003 were above average in reading and mathematics and well above average in writing when compared to all schools and similar schools. A similarly strong picture was reflected in the results (as yet unconfirmed) of tests in 2004.
2. Children in Reception get off to a rapid start and build a very firm foundation of basic skills. By the time they start in Year 1 most children reach the goals for their age in all areas of learning and exceed these in their personal, social and emotional development.
3. Pupils with special educational needs make very good progress in all aspects of their learning because the school, through its rigorous tracking system, identifies the needs of every individual pupil, as well as larger groups, and provides appropriate support where needed. Teaching assistants provide very effective support within the classroom, ensuring that all pupils are able to fully participate in lessons, in addition to providing more specific one-to-one support towards individual targets. These often include targets for speaking, which are carefully planned for and followed up, resulting in very good progress.
4. Standards now are well above average in Year 2 in reading, writing, mathematics and science. Pupils achieve very well because teaching adapts work very effectively for different abilities. More able pupils achieve very well, which is a marked improvement since the last inspection. Pupils' listening is very good and supports their progress very effectively in subjects such as music, mathematics and history. The average and lower attaining pupils throughout the school achieve well in speaking, and standards are average overall, but these pupils should be doing even better. Teaching does not always grasp opportunities to extend these pupils' replies or provide opportunities for more of these pupils to contribute to discussions.
5. Pupils' achievement is good in ICT, religious education, history and music and standards are above average by the age of seven.

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

Standards in:	School results	National results
Reading	16.7 (17.0)	15.7 (15.8)
Writing	16.0 (15.6)	14.6 (14.4)
Mathematics	17.1 (17.1)	16.3 (16.5)

There were 42 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal development, including their spiritual, moral and social development is **very good**. Cultural development is satisfactory. Punctuality is **good** and attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils' very good attitudes to learning help them to achieve very well.
- Pupils behave very well and enjoy very good relationships with their schoolmates and the staff.
- Provision for pupils' personal development is very good. This helps them mature and grow in confidence.
- Some opportunities are missed for pupils to develop an understanding of different cultures.

Commentary

6. Pupils' very positive attitudes to their work contribute effectively to their achievement. This is a similar picture to that found at the time of the last inspection. They settle down to work quickly and want to please the staff and so they work hard. They are particularly well motivated when lessons are practical and investigative as is often the case in science. Pupils appreciate the wide range of outside visits as well as opportunities to meet visitors, such as the local church leader. They have very good opportunities to work together and so they learn to get on well. Relationships between pupils and adults in the school are very good. Staff know pupils very well and are happy to talk to them if they have any concerns or problems. Achievements are always recognised and valued so pupils want to do well. For example, in a Year 2 lesson, a pupil solved a difficult problem on the computer and was rewarded by spontaneous applause by classmates.
7. During their time in Reception, because of the very clear focus on helping them develop their personal qualities, children make very good progress in developing their social skills and develop very positive attitudes to their learning.
8. Behaviour, both in lessons and around the school, is very good; this leads to a calm environment conducive to learning. Staff provide very good models in politeness and respect for others and their high expectation and sensitive approach to managing behaviour contribute much to the pupils' freedom from harassment or bullying. Pupils show genuine concern for one another in the playground when classmates fall over and hurt themselves. They sensibly carry out a range of jobs in the classroom and across the school, such as being playground monitors. There have been no exclusions.
9. Pupils respond very well to the school's provision for personal development. The school provides very good opportunities for spiritual development, allowing time for reflection in lessons and in assemblies, and opportunities for pupils to take pride in their achievements, for example during 'Book Week'. Pupils have a very good understanding of right and wrong because of adults' guidance. Assemblies have a strong moral content and pupils are encouraged to think about ideas such as helping others. Pupils learn about some of the world's major religions and there are some opportunities for pupils to learn about different cultures, for example in music. The pupils have raised funds to sponsor the visit by a child from Belarus for the past three years. This provides the pupils with an insight into the way of life in another country. Overall, however, there are too few planned opportunities for pupils to gain an appreciation of different cultures, particularly in art and design and geography.

Attendance

There has been a very good improvement in attendance since the previous inspection with absences falling by about 40 per cent. The figures for 2002/2003, which was the last period for which there are national comparisons, show below average attendance. However, attendance improved

sharply during the last reporting year and is now broadly in line with national averages. There was a very small amount of unauthorised absence. The school promotes attendance well and the pupils want to come to school. Attendance is effectively monitored; however, unexplained absences are not followed up on the first day. Punctuality is good, and is very successfully encouraged by parents being able to bring their children into school well before the start of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.8
National data	5.4

Unauthorised absence	
School data	0.5
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
White – British
Mixed – White and Asian
Asian or Asian British – any other Asian background

No of pupils on roll
142
1
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
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 a very good quality education. The pupils are keen to learn because of the interesting curriculum. Teaching and learning are very good and meet the needs of different groups of pupils very well. Care of pupils is very effective and the school has very good links with parents, other schools and its community.

Teaching and learning

Teaching, learning and assessment are **very good**.

Main strengths and weaknesses

- The basic skills in reading, writing and mathematics are very well taught.
- The school’s leadership and management put a very effective emphasis on improving teaching.
- Teaching for the Reception children promotes their personal development very well.
- Teaching uses the checks made on pupils’ progress very effectively to adapt work to meet pupils’ different needs.
- Some teaching misses opportunities to fully extend pupils’ speaking.

Commentary

10. Teaching and learning are very good throughout the school. This is because of the firm emphasis placed on developing aspects of teaching to improve pupils’ learning. Teaching throughout the school has similar strengths that indicate the success of the school’s adherence to its policy for teaching and learning.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	9	3	0	0	0

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

11. There has been very good improvement in teaching since the last inspection. Teaching now meets the needs of more able pupils very well, reflected in the higher standards gained by pupils. Improvements have been achieved through careful checks to find out where strengths and weaknesses lie and there have been very effective support and training that show in improvements in standards in reading, writing and mathematics. Teaching assistants play a full part in the team and provide very good support for pupils with special educational needs. Teaching assistants are well briefed so that they know what they are doing and they have the confidence to use their initiative. Warm encouragement and high expectations of behaviour are rewarded by pupils' very positive response. Teachers very successfully involve parents in children's learning, through homework and reading diaries. They welcome parents into classes to see what is happening and how they can help.
12. Children in the Reception year get a very good grounding in learning how to get on with others, persevere with work and help each other, and develop confidence in their abilities. This is because teaching places a strong emphasis on establishing habits that are firmly embedded and for which the children see the need. Combined with the effective teaching in other areas of learning, this gives children a very positive start to learning.
13. Teachers have a very good understanding of their subjects and vary activities in lessons so that pupils' attention and interest are maintained. The National Strategies for Literacy and Numeracy are well understood and incorporated into teaching. Teaching has made good use of training that has increased confidence so that ICT is used effectively across subjects. Pupils' learning benefits from lively teaching, which builds a firm foundation of basic skills in reading, writing and mathematics. This gives pupils confidence to tackle new work and, because teaching makes learning fun, the pupils are keen to get involved and to do well. Teachers make very precise use of the information gained from their frequent checks on pupils' progress to pinpoint what needs to improve and to set targets. This has been a major factor in improving standards.
14. A relative weakness in teaching is evident in all year groups, in that opportunities are sometimes not always taken to extend pupils' speaking. While this does not result in anything less than good progress by the average and lower attaining pupils, it does limit them from making the very good progress evident in reading, writing, listening and numeracy. Teaching does not clearly identify opportunities for speaking in lessons, as it does for writing or using ICT, for example, and so there are times when too few pupils contribute to discussions or are encouraged to express their ideas more fully through questions.

The curriculum

The school provides a **very good** curriculum for its pupils and there is **very good** enrichment through activities that extend pupils' experiences outside normal lessons. The school's accommodation is **satisfactory** and resources are **good**.

Main strengths and weaknesses

- Very good support is given to pupils with special educational needs.
- Teaching makes very effective links between subjects, but the development of speaking is not as consistently well planned for as other areas.

- Very good opportunities are provided to enrich the curriculum so that pupils are well motivated and keen to learn.
- The limited accommodation is used imaginatively and the good resources enhance learning.

Commentary

15. Since the last inspection there has been good improvement. The school teaches everything it should and provision for ICT has greatly improved, with good resources now available in the classrooms. Provision for personal, social and health education is very good with pupils coming together weekly to share ideas about such matters as safety and hygiene. Curriculum provision in the Reception classes is very good. Children achieve very well from a lower than average starting point because of consistently very good teaching, many first-hand experiences and very well planned opportunities to work and play together.
16. The provision for pupils with special educational needs is very effective and promotes very good achievement because the staff know what pupils need to work on next and adapt work to meet individual needs.
17. Teachers work very hard to make their lessons effective and interesting. They successfully use the national guidance, carefully adapting it so that pupils of different abilities move forward rapidly and confidently. Literacy and numeracy are priorities, but there is a strong emphasis on providing a wide and varied curriculum in other subjects. Music, for example, is a strength and pupils perform very well. Teachers include very good opportunities to reinforce aspects of literacy, numeracy and ICT in other subjects and the very good standard of writing found in history. However, opportunities for developing speaking skills are not planned for consistently across the curriculum. There are plenty of opportunities for pupils to carry out practical investigations in many subjects, thus helping to build up their problem-solving skills.
18. The curriculum is made richer by a very good range of extra activities and experiences. A very successful 'Book Week' gives a considerable boost to pupils' literacy skills. The school welcomes and makes effective use of a number of visitors. Visits to the seaside and to Sherwood Forest, for example, contribute positively to pupils' learning. Events involving parents and the community such as a sponsored 'Penalty Shoot Out' with the local football club all contribute to pupils' interest and enjoyment.
19. The school has turned the limitations of its accommodation to its advantage. Pupils soon realise that they have to show consideration and courtesy to others if they are to move around the school comfortably. As a result they behave very well as they travel from one part of the school to another. Opportunities to participate in gymnastics have been extended since the last inspection with weekly physical education sessions using the local junior school hall. This also contributes to the very good links with the junior school and prepares pupils very well for the next stage of their education. There is a small outdoor play area for the Reception classes. However, its use is limited by the fact that there is no easy access to it from the classrooms. Teachers present pupils' work attractively in good quality displays, which add to the welcoming atmosphere of the school and stimulate pupils' interest. There are good resources to teach the National Curriculum programmes of study, and sufficient staff who are well qualified and suitably deployed across the school to enhance pupils' learning.

Care, guidance and support

The school takes **very good** care of its pupils. It provides **very good** support, advice and guidance for pupils and involves them **well** in its work and development.

Main strengths and weaknesses

- Staff look after the pupils very well, track their progress meticulously and provide very good support so that pupils grow in confidence.

- Relationships between staff and pupils are excellent and pupils know who to turn to if they have a problem.
- Children are very well supported as they start school and when they prepare to move on to the junior school.

Commentary

20. Staff provide a high level of support for individuals and pupils are very well looked after. The school is a warm and friendly place and pupils are happy and secure and enjoy their school life. The excellent relationships that exist make it easy for pupils to share their worries with staff knowing they will be listened to with a sympathetic ear. Such relationships play an important part in maintaining the calm school environment and also help boost pupils' confidence and build self-esteem. The school uses information gained from the assessments of all pupils very effectively to track progress and make sure that pupils get what they need. Support for all pupils with special educational needs is very good, because it is very well targeted at the specific needs of each individual pupil.
21. The physical well-being of pupils has a high priority and child protection procedures are good. All staff receive training each year.
22. Health and safety matters are very well managed. A governors' committee meets regularly and carries out frequent safety inspections of the building and the site and acts on what it finds. Risk assessment is extensively carried out and very well documented – particularly for out-of-school visits, with parents receiving excellent comprehensive details of all such trips. The very well maintained building and grounds are further evidence of the close attention given to pupils' welfare. All staff have had first aid training.
23. Children starting in Reception enjoy a smooth and confident start to their school life because of the very close links with the local nursery school with weekly visits made by staff so the children get to know them. Nursery children also make several visits to school before starting, including a visit for lunch. Good support is also given to pupils who start part way through the year to enable them to integrate quickly. Year 2 pupils enjoy a good induction programme before moving to the junior school. The transition itself is enhanced because the pupils have become familiar with the junior school as a result of the regular visits made for physical education lessons.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very pleased with what the school offers their children.
- They receive very good information about their children's progress and general school matters and contribute well to their children's learning at home and at school.
- There are very good links with the local community and with other schools, that enhance pupils' learning.

Commentary

24. Parents are extremely supportive of the school and parents are very happy with the education their children get. They find the school very easy to approach and appreciate the friendly welcome that they receive. Parents particularly like the personal touch, as exemplified by the way their children are welcomed each day by the headteacher and the many opportunities that exist to discuss with the teachers any concerns they may have. Parents see the school as very well led, with good teaching that enables their children to make good progress. They know that their children are happy in school and are treated sensitively and fairly by all staff. The inspection findings wholly endorse these positive views.
25. The school provides parents with very good information about their child's progress and about matters of general interest. The prospectus and governors annual report are both informative, and meet statutory requirements. The headteacher sends many letters home and there are regular reminders of diary dates. The style of communication is warm and informal and parents

like and respond well to this. Pupils' annual reports are good, giving full details of attainment and progress, together with targets for improvement. A particularly effective aspect is in the content of the headteacher's comments where, as well as praising the pupil, the headteacher thanks parents in a warm and personal way for their particular support of the school. There are consultation evenings each term and the school provides information to parents of children just starting on how to help support their child's education at home.

26. Many parents provide good support to their children's work at home. Pupils are provided with a good range of homework and parents appreciate the good learning habits that this engenders. A number of parents help in the classroom on a regular basis and provide valuable support that the school itself could not afford. The school seeks parents' views through questionnaires and these help to influence the school's own plans for improvement. The Friends' Association is active and raises significant funds from its programme of events that have been used to provide resources that benefit the pupils – such as professional support for the school's centenary, the playground markings and a puppet theatre for the Reception class.
27. The school uses the community widely to support the curriculum. Local clergy take assemblies and pupils attend festivals in the parish church. The school has worked with a local football club to generate sponsorship to support coaching for the pupils. Particularly close links exist with the local nursery school. The headteacher and Reception teachers visit weekly to enable children in the nursery to get to know them, which eases their transition to full-time education. The school also has very good links with the other local schools, with all working together in the Pinxton Project. This ensures a smooth progression as pupils move from one school to another and involves issues such as attendance as well as liaising on curriculum issues. Pupils benefit from the physical education facilities provided by the junior school. There are very good business links with a local coffee shop and a printer, and a clothing manufacturer made Robin Hood costumes for the whole school for the visit to Sherwood Forest.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher's leadership is **excellent**. The school is managed **very well**. Governance is **good**.

Main strengths and weaknesses

- Outstanding leadership by the headteacher has been instrumental in the school's improvement.
- The headteacher's vision for the school is shared by the whole school community.
- Governors know the school well and support the work of the headteacher and school effectively.
- First-rate systems of performance management have been developed and directly impact on further school improvement.

Commentary

28. The excellent leadership of the headteacher is a major factor in the school's overall effectiveness. Since the last inspection it has made very good improvements and is held in extremely high standing by the local education authority, governors, pupils, parents and the wider community. The headteacher's vision, drive and understanding of the school's needs have led to her extremely high aspirations and her firm commitment to further improvement. This is a school which is committed to providing its pupils with every opportunity to fulfil their potential and an education of the highest quality. This is a direct result of the clear vision of the headteacher, which she communicates so effectively to everyone and is shared by every member of her team.
29. Underpinning the whole process of school improvement is the school's excellent management of staff performance. The continual analysis of pupil data by the headteacher, in addition to a very good system for monitoring the quality of teaching, enables priorities for school

improvement to be identified. This provides individual and whole-school targets and forms the basis of the school improvement plan. Consultation with the senior management team, staff, governors and parents, ensures the whole school community has an understanding of how the school can improve and its role within that. For example there is meticulous monitoring, tracking and checking of pupil progress by the headteacher and other key staff in reading, writing and mathematics; as a result the school is very successful in boosting pupils' achievements in these areas. However, monitoring of progress in speaking has not always been as rigorous. Through its self-evaluation and school improvement process the school has already identified this as a priority and is actively resolving the issue.

30. Through these processes, and her very hands-on approach to leadership and management, the headteacher has given teachers the time and support to create the current climate for learning that permeates the whole school. The school's very effective continuing professional development of all staff is another example of the headteacher's commitment to a belief that it should be a developing school in all senses, with staff development playing a key role. This strategy has reaped rewards for the school in developing a highly qualified and dedicated staff who are constantly striving for improvement in themselves and have similar expectations for the children.
31. Governors are enthusiastic and committed, and support and challenge the school effectively. They know how well the school is doing and what it needs to do to carry on improving. They have close links with key staff and visit the school regularly to see for themselves how well it is doing, reporting back to relevant committees. Governors regularly seek training to ensure that they have the skills and knowledge to remain effective and are extending their capability to act as a critical friend to the school. The governors ensure that the school complies with all statutory requirements. Financial management is very good. The headteacher, administrative staff and governors monitor the budget effectively throughout the year and the recommendations of the last auditors' report have been sufficiently addressed. The school follows the principles of best value well by securing competitively priced contracts, seeking advice from the local education authority and using the resources of the community and other schools well. Its allocation of funds for the present year shows a reduction in the level of money carried forward, as the school has budgeted for specific developments to support curriculum development.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	333701
Total expenditure	325691
Expenditure per pupil	2310

Balances (£)	
Balance from previous year	18396
Balance carried forward to the next	26406

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. There has been very good improvement since the last inspection. Teaching and learning are very good and children make rapid strides at the start to their education. The provision for Reception children is very well managed so that children in both the Reception and mixed Reception and Year 1 classes benefit from a well-planned curriculum that gives them what they need. The imaginative use of good resources means that children are keen to engage in activities and enjoy learning. Children achieve very well, from a lower than average starting point. Most will meet the goals set for their age in all areas of learning by the start of Year 1 and will exceed these in personal, social and emotional development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle in quickly and feel secure because of the warm and supportive atmosphere created by the staff.
- Adults have consistently high expectations of behaviour and praise children so that they are keen to please them.
- Staff are sensitive to individual needs and give very effective support that helps children develop confidence.

Commentary

33. Children achieve very well in this area of learning because of very good teaching. Most will exceed the goals set for their age by the time they start in Year 1. Children settle very quickly into the well-established routines of the school day, due to the sensitive guidance of adults. The staff make it a priority to get to know children very well so that they can deal sensitively with individual needs. The result of their effort is a very supportive environment that helps children to feel secure and valued and in which they readily seek help if it is needed. The staff stress the need for co-operation right from the start, and children respond very well. In one session, a child spontaneously helped a friend who was struggling to roll out some play dough. High expectations of behaviour are part of the fabric of children's everyday experience and they live up to adults' hopes of them. Independence is fostered very effectively, but a helping hand is always available. Children learn to enjoy hard work, get on with others and treat each other and adults with respect.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The first steps in reading and writing are taught very effectively.
- There are plenty of opportunities for children to 'write' for relevant purposes in stimulating play activities.
- Children are not always prompted to make extended replies and so enhance their speaking skills.

Commentary

34. Most children achieve the goals for their age by the end of the Reception year. Teaching and learning are good and so children achieve well. Teaching of the basic skills in reading and writing is very good and so children quickly acquire a solid base upon which future learning can build. In one lesson, for example, the basic vocabulary for the reading scheme was taught in an exciting way that gripped children's attention and they all remembered the words. In another session, children used the 'word wall' quickly to locate words that they had previously learned. Children learning about the letter 'p' had a range of practical activities that supported learning very well, including reading a book 'Poppy's Pot', in which they identified words beginning with the letter, and later planting seeds. Speaking is often well promoted, but there are times when teaching does not fully encourage children to talk about their ideas. This was evident in one lesson, when an opportunity was missed to seek children's views about how different shades of skin tones might be achieved and so children could not practise the vocabulary that they had learned from the introduction to the activity.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's different abilities are taken into account well in planning work.
- Children's mathematical language is very well promoted through teaching.
- Practical activities mean that children learn through doing.

Commentary

35. Very good teaching and learning result in children's very good achievement and most reach the point expected for their age by the time they start in Year 1. Lessons are lively, with rhymes and songs that children join in with gusto. In one session, for example, actions and rhymes led to all children quickly counting to ten. Children's different abilities are well recognised and catered for. Following one session, a small group of children worked intensively on the recognition of symbols from one to five because the teacher had identified that they needed more support. There are plenty of relevant practical activities, such as printing shapes, threading different coloured pasta into sets of two, or finding matching objects in the sand tray. Children persevere with these very well because they enjoy the work and know why they are doing it. Teaching places a good emphasis on extending children's mathematical language and so children use the right words when talking about what they are doing, as when describing numbers as smaller or greater than others when deciding where to put them on a number line.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a very good emphasis on children learning at first hand and using their senses.
- Computers are very well used to support children's learning.
- A very good range of visitors enhances children's experiences.

Commentary

36. Most children reach the goals set for them in this area of learning by the time they reach the end of Reception. Teaching and learning are very good, as is children's achievement. Many of the activities are planned so that children learn through looking, feeling, touching and hearing. In one session, for example, children examined parts of their bodies before labelling these on a diagram; they then looked at their faces in mirrors before drawing what they saw. Many included details such as eyelashes, or teeth between lips because they had observed carefully

under the guidance of the teacher. When children moved on to making faces from play dough, they incorporated the features that they remembered from their drawings. Computers are a popular choice with children and teaching ensures that programs consolidate and extend what children are learning, whether in literacy, numeracy or creative work. Children use the mouse confidently to click on options or to drag objects to different places on screen. The staff invite an interesting range of visitors to support children's learning, such as an air hostess who visited when the theme was holidays and the role-play area was an airport. The school nurse has visited in connection with current work on health and the body.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children develop good control of finer movements because of well-planned activities in the classroom.
- There are very limited facilities for outdoor play.

Commentary

37. Teaching and learning are good and make the most of the limited facilities for promoting physical development. Children achieve as well as expected and most are at the point expected for their age by the end of the Reception year. There is a small outdoor play area that has a soft surface and children visit other facilities in the locality and experience a full range of physical activities. There is, however, no easy access to an outdoor area from the classrooms and this limits adventurous or imaginative play that arises spontaneously. Fine control over tools is well promoted and teaching makes close checks on children's development in activities such as cutting, sticking, drawing and writing.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children develop their imagination through role-play very successfully because of the high quality planning and resources.
- Teaching emphasises the value of individuality and so children are confident in creating from their ideas.

Commentary

38. Teaching and learning are very good, as is children's achievement. Most children reach the expectations for their age by the time they start in Year 1. Teaching is so successful because the children acquire a good range of techniques and then have the freedom to express their own ideas. This leads to individual work in which children take a high level of pride. In one session, for example, children had been taught how different tools might be used to create a variety of marks in play dough. One child experimented with a tool and was delighted to find that by using its tip, the pupil of the eye could be created that considerably enhanced the modelling. The classrooms have very carefully planned areas for children to engage in imaginative play and make good use of high quality resources. In the surgery, for example, children dress up as doctors, consult X-rays and tend to patients with prescriptions, thermometers and stethoscopes. Children acting as patients use mobile phones to call for appointments that are noted in diaries.

SUBJECTS IN KEY STAGE 1

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- The basic skills in reading and writing are very well taught and learned, leading to pupils' very good achievement.
- Pupils' skills in reading, writing and listening are very well promoted through other subjects.
- Teaching makes very good use of assessments to set challenging targets in literacy for all abilities.
- Average and lower attaining pupils' speaking does not develop as well as other aspects.

Commentary

39. There has been very good improvement in standards since the last inspection and teaching meets the needs of the more able pupils much more precisely. Standards in reading and writing are well above average for Year 2 pupils and their listening is good. These improvements have been driven by the school's very good evaluation of areas for improvement that have been resolved very effectively through training and support for weaknesses. Speaking is at a more average level for pupils' ages, and although more able pupils do very well, the progress made by average and lower attaining pupils does not match their very good progress in other areas in English.
40. Teaching and learning are good, overall. The teaching of writing and reading is very effective because it uses the knowledge gained through assessing pupils' skills and pinpointing what they need to work on next. Basic skills are very thoroughly taught and learned, so that pupils are eager to write about their ideas and have a high level of confidence in reading texts that are new to them. In a Year 2 lesson, for example, the very effective teaching of the way in which different combinations of letters produce the same sound led to very good progress. Teaching made learning fun, and the pupils were fully engaged through the teacher's use of a puppet.
41. The pupils with special educational needs are very well catered for through precise support that targets areas that they need to strengthen. Pupils' targets often include speaking.
42. There are times when teaching promotes pupils' speaking very well. In a lesson with Year 1 pupils, for example, pupils talked animatedly to partners about their ideas for sentences about a lost item and how it was found. The teacher insisted that pupils responded to questions in full sentences, which they did. Questions such as "How did you feel when you lost it and when you found it?" helped pupils to further talk about their ideas. On other occasions, teaching misses opportunities to extend replies or give an extended sentence so that pupils know how replies can be made more interesting. In the introductions to lessons, there are times when too few of the average and lower attaining pupils get the opportunity to express their ideas because questions are asked of the whole class and the more able pupils tend to answer.
43. There is good leadership and management of the subject. Management has a good grasp of what needs to improve. Recent monitoring has resulted in the identification of the relative weakness in pupils' speaking and this is the school's priority for development.

Language and literacy across the curriculum

44. Teaching ensures that pupils use their skills in reading, writing and listening very effectively across a range of subjects. Year 1 pupils, for example, wrote an account of the Queen's Silver Jubilee, in connection with their work in history. Year 2 pupils wrote to an illustrator of children's books, linking work in literacy and art and design. Pupils use their reading skills very effectively

in deciding which option to take when they use ICT, or when evaluating source material in history.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils make very good progress throughout the school and achieve above average standards by the time they leave
- Very effective teaching ensures that pupils learn very well in lessons and are enthusiastic
- Leadership and management of the subject are very good and use all available information to identify areas for improvement.
- The use of homework is effective in raising standards and helping parents to support their children's learning.

Commentary

45. There has been very good improvement since the last inspection and standards are much higher. Achievement during Years 1 and 2 is very good due to consistently effective teaching. The school's consideration for the needs of every individual pupil, through the careful attention given to the matching of work, ensures all pupils make very good progress in relation to their ability. Very effective systems are in place, enabling staff to regularly check that pupils' progress is consistent and to provide additional support for pupils if needed. Standards in the current Year 2 are well above the national expectations.
46. Pupils in Years 1 and 2 have a very good grounding in number calculation, shape, space and measures, and handling information. They are provided with many opportunities to talk about how they have worked out an answer and use what they have learnt to solve problems. Teaching and learning in lessons seen are very good, with teachers planning very effectively from the National Numeracy Strategy. Lessons start with a brisk mental arithmetic session that pupils enjoy, making effective use of a variety of resources, such as the large hundred squares. In one lesson observed, particularly successful teaching ensured that pupil misconceptions from the previous day were corrected before they built upon their learning further.
47. Classes are very well managed during lessons and teaching assistants support pupils with special educational needs effectively. As a result, these pupils achieve very well. Much of the learning throughout the school is very practically based, providing lots of opportunities for pupils to reinforce their understanding of a new idea in many different ways. In an extremely effective Year 1/2 lesson, pupils were encouraged to develop their knowledge and understanding of number through skilful questioning and use of vocabulary, ensuring all pupils were actively involved and able to demonstrate their developing knowledge and understanding of place value. The very simple, yet highly effective, homework system is another way the school ensures pupils are continuing to develop their mathematical understanding at home, as well as in school. Parents are given very effective guidance to help with their children's learning.
48. Leadership and management of mathematics are very effective. The rigorous checking of pupil performance and progress has ensured that any areas for improvement are identified effectively and action taken, whether it is further training, additional resources or a whole-school focus on a particular part of mathematics. There is a very detailed action plan in place to further develop and improve teaching of mathematics throughout the school and ensure the current very high quality of pupils' learning. A recent focus on the practical ways in which pupils can learn provided the inspiration for a highly successful themed 'Robin Hood Maths Day'. Parents and staff worked alongside pupils on a wide variety of activities reinforcing the idea that mathematics can be fun and learning can benefit from the practical approach.

Mathematics across the curriculum

49. The use of mathematics in other subjects is well promoted and evident in teachers' planning. For example, pupils accurately measured how far a car travelled during a science experiment, whilst using their knowledge of angles of turn in ICT to program the Roamer out of Sherwood Forest during the 'Maths Day'.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- A wide range of practical activities supports pupils' learning very effectively.
- Teaching uses questioning very effectively to explore pupils' ideas.
- Very good use is made of links with other subjects.
- Leadership and management of the subject are very good and have focused on important work to bring about improvement.

Commentary

50. Standards by the end of Year 2 are well above average and pupils, including those with special educational needs, achieve very well because of the very good teaching of a very well planned curriculum. Overall, very good progress has been made in science since the last inspection and teaching has risen from satisfactory overall to very good. The main reason for this is that there are now plenty of opportunities planned in all classes for practical investigative work whereas in some classes at the time of the previous inspection these were limited.
51. The quality of teaching is very good. Pupils enjoy science because teachers present them with interesting and stimulating activities. For example, in a lively Year 1 lesson pupils were fascinated by a large horse-shoe magnet that the teacher showed them and as a result were very keen to embark on their own experiments with magnets and to record what they found out. Skilful questioning consolidates and extends learning. Pupils are encouraged to put forward their own ideas with such questions as "What do you think?" or "What will we find?" Teachers manage pupils very well. They expect pupils to behave well and to concentrate in lessons and this has a positive effect on the work produced.
52. Pupils' literacy, numeracy and ICT skills are developed sufficiently well to enable them to achieve very well in science. Pupils are encouraged to write their own accounts of their investigations and research, which they do very well. Pupils are well able to follow instructions because they listen carefully, although some pupils find it difficult to explain their feasible conclusions in front of the class. The majority of pupils can create meaningful charts and graphs of their investigations. ICT is used very well to record their results, for example of the growth of plants they have been studying.
53. The subject is very well managed and the subject leader has monitored teaching and learning to identify areas for improvement. Assessment is used very well to check pupils' progress at the end of each topic. There is a good range of resources for the teaching of science, including a digital microscope.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good and lead to effective development of skills.
- Pupils use their skills well in other subjects.
- The subject is well managed and this contributes to good achievements.
- The recently installed interactive whiteboards are not yet used to their best advantage.

Commentary

54. There has been very good improvement since the last inspection. A key issue at that time was to increase the resources available and use them to support learning in other areas of the curriculum. The school has resolved this issue very well.
55. From a low starting point in Reception, pupils have achieved well by the time they leave the school. Standards are now above average. Teachers are knowledgeable and, through their good planning, make very good, interesting and relevant links between ICT and other subjects such as mathematics, history and literacy. As a result, pupils are highly interested in what they learn, behave very well, and make good progress in developing ICT skills in a meaningful context. Very good examples were noted from looking at pupils' previous work, including using a CD-ROM to research information in their history topic on Florence Nightingale, and representing data from a traffic survey on bar charts.
56. Teaching is good and the wide range of frequent opportunities to make use of ICT helps them learn at a good rate. Skilful questioning, succinct explanations and demonstrations are a feature of the lessons. For example, in a Year 2 lesson the teacher questioned pupils to check whether they remembered how to save their work. This was followed by good explanations and demonstration of the different files pupils can save to. As a result pupils had a clear idea of how to proceed with their tasks. In a very good Year 2 lesson the teacher made deliberate errors in her demonstration to check pupils' understanding. The pupils were quick to put her right! Teachers manage pupils very well and as a result they work very well together and handle equipment with care. Pupils show a good level of independence in their work and are not concerned if they get stuck, because they have a good range of skills to apply to solve the problem. Discussions with Year 2 pupils show that they understand how to use programmable toys known as 'floor turtles' and they have developed good skills in giving logical instructions to make things happen. Word-processing skills develop well, as demonstrated in the production of a school newspaper. Pupils' basic keyboard and mouse skills are good and they confidently use the software programs.
57. The subject is very well managed and the work well planned. Samples of work are collected showing what pupils are capable of doing in lessons so that teachers know what to aim for. The school has invested in good quality resources, which are used effectively to promote high interest levels and a sense of purpose across many subjects. Recently installed interactive whiteboards are not always used when they would be appropriate and helpful. The school is well aware of this and has a planned programme of training for teachers in place.

Information and communication technology across the curriculum

58. Integrating ICT into other areas of the curriculum is a high priority for the school. This is done well and supports pupils' good progress. In Year 1 ICT is used well to support pupils' investigations into their science topic on 'forces'. Year 2 pupils use a graphics package to create pictures. A digital microscope is also used effectively as part of a science topic on 'mini beasts'.

HUMANITIES

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Artefacts and opportunities for enrichment within the local community are used well to interest and engage the pupils.
- Leadership and management of the subject ensure very effective guidance for teaching.
- Good teaching encourages pupils to develop a deeper understanding of their own and others' views.

Commentary

59. The school's detailed planning and regular checks on pupils' understanding ensure that all pupils are taught well, with standards above those set out in the locally agreed syllabus at the end of Year 2. This represents good improvement since the last inspection. The subject is very well led and managed, with both strengths and areas for improvement being identified as a result of regular discussions between staff.
60. There are many opportunities for recording that extend pupils' literacy skills, and much of the pupils' learning has come from first-hand experiences, opportunities for discussion and drama. As a result pupils talk enthusiastically and knowledgeably about what they have learnt. They have gained their knowledge of many of the key aspects of Christianity from listening to stories, both in the classroom and during assemblies, visiting the local church and exploring a range of artefacts. They learn about other religions through a similar approach, and the school plans to develop further their links and resources in this area.
61. Pupils achieve well throughout their school career as a result of good teaching. For example, as part of a lesson about the church in Year 1, questions posed using pupils' own experiences and previous visits to the local church were used effectively to extend and reinforce their understanding. Pupils were able to explain that it does not matter which church is visited to pray in "any will do because God doesn't mind", "prayers are more important" and "make Jesus happy". Staff deal sympathetically with pupils' questions and experiences, enabling them to develop a real understanding and empathy with others' feelings and beliefs.

History

Provision for history is **good**.

Main strengths and weaknesses

- Very good leadership and management have played an important part in the improvements.
- There is a good balance in the planning that covers all the strands within the curriculum for history and ensures that skills are taught progressively throughout the school.

Commentary

62. Good improvement since the last inspection has resulted in pupils achieving well and standards by the end of Year 2 are above the expected national levels. The improvements to the history curriculum are due to very good leadership and management of the subject, in particular the development of a scheme of work and detailed planning for the whole school. This ensures teachers focus on teaching the historical skills that form the National Curriculum and revisit them each year through a variety of topics, building on the pupils' knowledge and understanding each time.
63. Pupils are given a range of interesting and often very practical experiences, which develops their historical understanding appropriately. Good teaching across the school develops pupils' listening skills through history; however, opportunities for pupils to discuss what they have just learnt are sometimes missed. In lessons pupils learn about the similarities and differences between their own lives and those of people in the past, and about how to use different

information sources to find out about the past. In a lesson seen during the inspection, for example, Year 2 pupils learnt about the Plague as part of their work on famous historical events. They were fascinated by the detail in the pictures from the time and the diary entries of Samuel Pepys, and were able to understand and explain why people were afraid and fled their homes.

Geography

64. No lessons were seen and it is not possible to make an overall judgement about provision for this subject. From other evidence including examples of pupils' recent work, the school provides a wide and diverse range of opportunities for the pupils to learn the skills needed to study geography, and displays in classrooms and around the school promote them further. The school makes good use of the local area to enrich the pupils' learning; however, not enough opportunities are provided for pupils extend their understanding of different cultures through the subject. For example, in a topic on homes, pupils did not benefit from looking at images of different types of homes from other continents and cultures.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. No lessons were seen in **design and technology** or in **art and design** and so it was not possible to make an overall judgement on provision in these subjects. Looking at teachers' planning and sampling previous work lead to the view that there is a strong curriculum for both areas.
66. Across the school, in design and technology, there is evidence of pupils designing and making models and evaluating them to identify how they could improve them further. Food technology is well planned for. The curriculum is enriched through good cross-curricular links. For example, pupils use their skills in literacy well to evaluate their work and label their designs for a moving model, such as wheel, axle, and hinge. In the school entrance there is an impressive tiled wall montage designed by the pupils. The work was produced with a high quality finish. Resources are good and used well to promote learning. Pupils are assessed appropriately at the end of each topic.
67. There are some very good links evident between work in art and design and other subjects. For example, Year 2 pupils' work based on Matisse's *Snail* exploited pupils' skills in ICT, as well as their knowledge from science, as they extended initial images and ideas. Pupils' work shows good observational skills, as in Year 1 pupils' pastel drawings of fruit. Pupils learn a good range of techniques and use them to good effect; for example, in Year 1 smudging, pressing and rubbing techniques are used to create the images of waves on the sea. Pupils have some experience of art and design from different cultures, such as Islamic designs, which Year 2 pupils looked at in connection with work on pattern. However, these opportunities are too sparse to better promote pupils' understanding of different cultures.

Music

Provision for music is **very good**.

Main strengths and weaknesses

- Very good teaching encourages pupils so that they approach new work confidently.
- There are very good opportunities to compose and perform together in class.
- Very good leadership and management of the subject mean that teaching is supported very effectively by thorough guidelines that enhance teachers' confidence.
- Pupils' listening is very well promoted through the subject, but their speaking is sometimes less well extended.

Commentary

68. Pupils achieve very well. There has been good improvement since the previous inspection because of the very effective work undertaken by the subject manager in supporting teaching through guidelines, and who sets an enthusiastic example in her own teaching. Teaching and learning are very good because of the comprehensive guidelines provided to support teaching and ensure that skills are built incrementally. All pupils enjoy taking part in lessons and those

with special educational needs are carefully and sensitively included. Standards are above average by the age of seven because of the many opportunities that teaching provides for pupils to play instruments, compose, conduct and sing together. Pupils' very good listening skills are a major factor in their very good achievement. Some opportunities are missed to improve pupils' speaking, as in a Year 2 lesson, when pupils were not given the opportunity to explain why the duration of the sound made by a cymbal altered, when they discovered that this depended on how it was held. Nevertheless, pupils join in confidently when asked to compose a sequence of sounds or conduct the class in a composition that uses notation.

69. Pupils' singing is very tuneful and they respond very well to changes in rhythm, as well as modulating their voices at appropriate points. They obviously enjoy the sense of community created when they sing together in assembly and in lessons. The subject promotes pupils' awareness of different cultures well, both through the range of untuned instruments played and through the range of music that they listen to and the songs learned. Pupils have the opportunity to learn to play the recorder. Over 20 pupils joined a lunchtime club for its first meeting during the inspection. Pupils made very good progress over this session because of the teacher's warm encouragement; they left feeling great pleasure because they had learned to play a tune.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement in the range of activities provided since the last inspection.
- Teaching is good and there are high expectations of pupils.

Commentary

70. Standards in physical education are at the level expected of pupils by the age of seven and pupils achieve well. Despite the restrictions of its accommodation, the school now provides the full range of physical education activities. Through the use of the nearby junior school hall on a weekly basis pupils are able to participate in a comprehensive gymnastics programme using its benches and larger apparatus for this. This is a good improvement since the last inspection when it was found that opportunities for the teaching of gymnastics were very limited. The school's leadership and management have worked diligently to improve the situation and so supported pupils' good achievement.
71. The teaching is good. Teachers' expectations are high. Good choice of music and the teacher's own demonstrations in a Year 1 dance lesson enabled pupils to match a good variety of movements to the music. They showed good control and tried hard to improve. In a good Year 2 games lesson pupils enjoyed the lively warm-up session dodging one another and hoops placed strategically on the floor. They showed good awareness of space and others around them. Teachers skilfully use demonstration, and structure lessons so that pupils face increasingly challenging targets. Pupils make good progress, for example in aiming beanbags and balls at targets further and further away. Pupils benefit from coaching by the local football club and from annual sports days.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. No specific lessons dealing with personal, social and health education and citizenship were seen but it is clear that these aspects are very well promoted through all aspects of teaching. There are times when pupils sit together and talk about their ideas on a particular topic, to do with taking responsibility or the importance of considering others. In science, pupils learn about the importance of leading a healthy lifestyle. Fresh fruit is given out daily, and pupils have easy access to water, as well as taking part in activities to relax them or sharpen their senses and minds at the start of lessons. Through religious education, pupils think about what is important

to them, such as family and friendship, as well as deepening their understanding of others' feelings and values.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (Ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
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).