

INSPECTION REPORT

OATLANDS COMMUNITY INFANT SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121397

Head teacher: Mrs J E Davis

Lead inspector: Mr C T Hemsley

Dates of inspection: 16th – 18th May 2005

Inspection number: 267426

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	239
School address:	Hookstone Road Harrogate North Yorkshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Steve Scarre
Date of previous inspection:	8 – 10 February 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in a residential area in Harrogate and educates 239 boys and girls aged four to seven. It is larger than many infant schools, has grown in numbers since the last inspection and has made some building extensions. The school is oversubscribed and most pupils stay at the school throughout their infant education. Most come from professional and semi-professional families from the area around the school, but as much as one third come from further afield. The proportion of pupils that are eligible for free school meals is well below average. Most pupils are of White British background, with a very small number of other heritages including mixed, Caribbean Asian and Indian. There are no refugees or asylum seekers and no pupils learning English as an additional language. When children enter the reception class their range of attainment is broad. Their standards are in line with expected levels although many children have had pre-school education and have an above average general knowledge and skills in language. A well below average proportion of pupils has a special educational need, including three pupils with statements, also a well below average proportion. The main special educational need is of moderate learning difficulty. The school has been recognised by Ofsted nationally because of its achievements, has been a Beacon School and holds a local education authority quality mark for effectiveness.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1609	Mr C T Hemsley	Lead inspector	Science, geography, history, English as an additional language.
11468	Mrs J Menes	Lay inspector	
32094	Mrs J Bennett	Team inspector	Mathematics, art and design, design and technology, music, religious education, Foundation Stage.
30499	Mrs T Woods	Team inspector	English, information and communication technology (ICT), personal, social and health education and citizenship, physical education, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The **overall effectiveness** of the school is **very good** and there are many outstanding features. Pupils learn and achieve very well because of very good teaching, in an excellent ethos. Excellent leadership from the head teacher is supported by outstanding governance and excellent partnerships. The school is highly regarded by parents, and provides **very good value for money**.

The school's main strengths and weaknesses are:

- The excellent leadership from the head teacher, supported by an outstanding governing body, ensures a creative and enjoyable curriculum in which very good teaching leads to very good learning.
- The positive and inclusive ethos leads to excellent attitudes and personal development and very good behaviour; the care, welfare and support for pupils are excellent.
- Achievement is very good in the reception classes; it is excellent for the development of approaches and attitudes to school and work.
- By the end of Year 2 achievement is very good overall, and specifically in English, mathematics, science and art and design.
- Outstanding partnerships with parents, the community and other schools and colleges have a substantial impact on achievement.

The school was last inspected in February 1999, at which time the school had some excellent features and no significant issues to tackle. **Improvement** since then has been **good**. Overall effectiveness has been maintained and it has improved in many aspects. The minor weaknesses of the last report have been successfully tackled. The school has expanded and is a very popular choice for parents.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	C	B	A	C
writing	B	A	B	D
mathematics	B	A	A	B

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

Achievement is very good. When children enter the reception class their range of attainment is broad. Their standards are in line with expected levels although many children have above average general knowledge and skills in language. Standards at the end of the reception class are above average and achievement is very good. Standards are well above average for many children in knowledge and understanding of the world and creative development. They are also well above average in dispositions and attitudes to learning, and achievement in these aspects is excellent. Standards at the end of Year 2 vary over the years, but are usually well above average overall. Current standards are well above average, specifically so in English, mathematics and science. Standards in work seen are above average in all other subjects where it was possible to make a judgement. Achievement overall by the end of Year 2 is very good, and specifically in English, mathematics, science, and art and design. Achievement is better than the 2004 comparative data above suggests. Pupils achieve particularly very well in the investigative and practical applications of mathematics and science and in most aspects of their work in English. Boys and girls succeed equally well. Pupils from different ethnic heritages succeed as well as other pupils. Pupils of lower ability achieve very well and those with special educational needs make more progress than might be expected.

The development of **pupils' personal qualities, including their spiritual, moral, social and cultural development**, is **excellent**. Attendance is well above average. Behaviour is very good because of the school's efforts. The outstanding ethos leads to excellent attitudes to school. Pupils show a high degree of respect for others and relationships are excellent.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good for all ages; they are occasionally excellent for children in reception. Teaching and learning are rarely less than good. Teaching is creative, provides a very good range of very well prepared activities, caters for different abilities, and sets high standards. As a result pupils try hard, persevere and learn very well. Teachers give a lot of themselves and are sensitive to the needs of individuals and consequently pupils develop in confidence and maturity. The quality and range of support staff add much to the pupils' education.

The very good creative, innovative and inclusive curriculum promotes both excellence and enjoyment. Pupils are extremely well cared for and given excellent individual support and advice. There are very good systems for listening to pupils' views. The outstanding partnerships with parents, the community and other schools and colleges have a major impact on the school's effectiveness and standards achieved.

LEADERSHIP AND MANAGEMENT

Leadership and management are overall **excellent**. The head teacher provides excellent focused leadership, and leadership of key personnel is very good. Management is very effective, the school runs very efficiently; financial planning and control are excellent. Self-review is very effective and the school is further refining its use of data. The governing body is outstanding in its support for the school and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly supportive of the school. They are extremely positive about standards, care and ethos, teaching, the range of activities, how the school is run and improving, and how the school works with them. Pupils really enjoy school and what they do, they know they are listened to, and they like the teachers. Pupils think that behaviour is good and they have lots of friends.

IMPROVEMENTS NEEDED

The school has no significant weaknesses that affect standards or quality.

To support improvements the school should continue with its programme for refining the use of data.

There are no actions needed to meet statutory requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the reception classes and in Years 1 and 2 is very good. Boys and girls achieve equally well, as do pupils from different ethnic heritages. Lower attaining pupils achieve very well and those with special educational needs make better progress than might be expected. Standards reached in the core subjects of English, mathematics and science are well above average.

Main strengths and weaknesses

- Achievement is very good by the end of the reception year, with excellent achievement in dispositions and attitudes.
- Achievement is very good by the end of Year 2, and specifically in English, mathematics, science and art and design.
- Pupils achieve very well in investigative work in science, in using and applying mathematics, and in English.
- Low attaining pupils achieve very well.

Commentary

1. Standards at the end of Year 2 vary between different groups of pupils going through the school and, since standards were already high, they have not risen as much as the national trend in improvement in recent years. The 2004 results from the national assessments were lower than other years, for instance in writing, particularly when compared with schools with a similar level of free school meals. As a result the headline comparative data suggests that achievement in 2004 was only around satisfactory. Standards currently however are well above average, with fewer lower attaining pupils and very good achievement overall in work seen. The long-term pattern, taking into account comparisons with similar schools and external evaluations and inspections, is that achievement in this school is very good. Parents indicate that the standards achieved are very significant in their choice of this school.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	17.1 (17.0)	15.8 (15.7)
Writing	15.3 (16.6)	14.6 (14.6)
Mathematics	17.6 (18.5)	16.2 (16.3)

There were 83 pupils in the year group. Figures in brackets are for the previous year

2. Children start school with standards around average overall. Many have above average standards in speech and language development and above average knowledge and understanding of the world. Children have usually benefited from pre-school provision.
3. During the reception year the very good, and occasionally excellent, teaching, based upon a creative and integrated Foundation Stage curriculum, supports rapidly improving standards and very good achievement. Consequently, by the end of the reception year standards are above those expected at that age. Many children have well above expected standards in creative development and knowledge and understanding of the world. Standards in dispositions and attitudes are very high. These positive approaches to learning are part of the personal, social and emotional development goals for the Foundation Stage. These standards overall represent very good achievement and reflect the quality of teaching and the curriculum provided, in particular the value placed upon children.

4. During Years 1 and 2 pupils continue to learn very well because of teaching which is almost always at least good and often very good, within the framework of a creative enjoyable curriculum, and with good quality adult support. As a result standards at the end of Year 2 are well above average in the core subjects and achievement is very good.
5. Standards in English are well above average and pupils achieve very well because of the very good approaches to the curriculum and consistently good teaching. There are annual variations in standards; for instance, in 2004 the standards compared to similar schools were not as good as previously, but current standards reached are very good. Pupils exhibit strengths across the range of their work, reading, writing, and speaking and listening, and show a very good level of confidence. Their use of literacy across the curriculum is well developed in a wide range of subjects, although there is a little inconsistency in the range of writing opportunities and quality of presentation.
6. Standards in mathematics are well above average and pupils' achievement is very good. This is because of the well-planned work and the challenges of real life problems given to pupils, supported through very good teaching. The practicality of mathematics is well used across the curriculum and pupils show some confidence in using numbers beyond mathematics lessons.
7. Pupils reach well above average standards in science, a very good achievement. They have a particularly good knowledge of experimental and investigative approaches to science and use a well-ordered approach. They achieve very well because they are provided with a rich and investigative curriculum and because teaching is good.
8. Standards in other subjects, where it was possible to make a judgement, are above average and achievement is good. This was in information and communication technology (ICT), physical education, art and design, design and technology, history and religious education. There is some particularly good and very good work in art and design as a result of the quality of curriculum and the innovative approaches. In ICT, pupils are confident in the use of computers to support their learning. The school has identified music as a subject where pupils achieve good standards, but there was insufficient inspection evidence for inspectors to make firm judgements. It was also not possible to make judgements about standards or achievement in geography. Pupils achieve well in the subjects identified above because the curriculum has a good degree of integration, with subjects linked well, while at the same time ensuring the specific subject requirements are met.
9. There are few pupils from minority ethnic heritages and they achieve as well as other pupils. Low attaining pupils make very good progress, as do those with higher attainment. This is because teachers pay a lot of attention to matching work to different levels of ability in the classroom. Pupils who have special educational needs make better progress than might be expected because of the very good provision. Many pupils in the school have special interests and experiences and teachers do much to make use of their backgrounds. Pupils appreciate that they do well in their work and are proud of their achievements.

Pupils' attitudes, values and other personal qualities

Pupils have excellent attitudes to learning. Their personal development is excellent and they behave very well. Spiritual, moral, social, and cultural development is excellent overall. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils' interest and engagement in their work enable them to achieve very well.
- Pupils enjoy school and participate in all activities with great enthusiasm.
- Pupils make very good progress in maturity and confidence during their time in school.
- Excellent relationships throughout the school promote pupils' spiritual, moral and social development so that they behave very well and are thoughtful of others.

- Very good attendance supports pupils' achievement.

Commentary

10. Pupils love coming to school and enjoy all aspects of school life. They are very interested in their lessons, are keen to learn and make serious and thoughtful contributions to class discussions. They concentrate and get on with their work sensibly, having listened carefully to instructions. They co-operate with each other very well and work constructively together, as Year 2 pupils did in an English lesson, thinking of examples of verbs and writing them down. They show great enthusiasm for the variety and interest in the curriculum and are eager to talk about their work, particularly in art.
11. The school has achieved very high levels of pupils' attendance and punctuality and it is well supported by parents who make sure their children attend regularly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.0
National data	5.1	National data	0.4

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

12. Spiritual, moral, social and cultural development is overall excellent. The school is a very orderly community. Teachers have clear expectations of how pupils will behave, which are consistently applied from the time children join reception. These expectations are conveyed through praise and carefully planned rewards, when pupils behave well and show excellent respect and consideration for others, and generous encouragement to those who try to do better. Staff set an example of courtesy, respect and co-operation, and listen to what pupils say. Pupils soon learn the difference between right and wrong and they have an excellent moral understanding. They like and respect their teachers and want to please them so that they try to live up to their expectations, and learn themselves to be polite, friendly, kind and tolerant. Their conduct is reflected in their achievement in lessons, where little time is wasted through lack of self-discipline, and in their enjoyment of playtimes which are active and sociable, despite the limited space in the playground. They are quick to praise each other, for example one child said of another that her drawing was 'perfect'. There are no exclusions in the reporting period or in any long-term school records.
13. When pupils move on to junior school they are mature for their age and are willing to take on responsibilities that contribute to the smooth running of the school. They consider issues raised at the school council thoughtfully and make sensible suggestions for the good of everyone. They know they will be listened to and helped to succeed and this gives them confidence and supports their self-esteem. They take a pride in their school and their own achievements. Spiritual development is very good and enhanced by very good quality school assemblies. They respond very well to opportunities to reflect and think of others. A good range of visitors to school and educational visits helps to make them aware of the wider community and differences of culture and belief and as a result pupils' understanding of the responsibilities of living in a community is excellent and their cultural development is very good. Parents are very positive about the quality of provision for their child's personal development which they see as a real strength of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning are very good. The excellent care, guidance and support and partnerships with parents, other schools and the community, have significant and positive impacts on achievement. The very good curriculum and availability of resources support the very good learning. Assessment of pupils' work is good. Accommodation is good overall, but has some limitations in space and facilities which the school works hard to overcome.

Teaching and learning

The quality of teaching is very good and this leads to very good learning. The quality of assessment of pupils' work is good.

Main strengths and weaknesses

- Teachers prepare work for pupils of different ability; this helps pupils learn very well.
- Lessons are very well prepared with a very good range of interesting and motivating activities.
- Teachers regularly show pupils how to learn and experienced support staff add significantly to pupils' learning.
- Pupils work hard, concentrate and persevere and as a result make very good progress in many lessons.
- Teaching helps pupils become mature by developing both collaboration and independence.

Commentary

14. Teaching and learning are very good overall; there is some very good teaching in every classroom and many of the lessons where teaching was judged to be good overall include some very good features.
15. Whole-school curriculum planning supports teachers very well in their lesson preparations. Consequently resources are readily available so little time is lost by teachers or pupils on practical organisation. In most lessons, and most clearly in lessons in English and mathematics, a very good range of activities is provided to help pupils of different ability learn. These activities are made interesting and enjoyable because they often relate to life beyond school. Pupils frequently learn very well because teachers show pupils how they would approach the task as an adult. In a history lesson the teacher demonstrated how she might deal with the ordering of complex information, a method which pupils then followed.
16. An enquiring approach is also used often and this supports the very good standards reached in the investigative and application approaches in mathematics and science. In a series of science lessons pupils in Year 1 tasted different parts of plants. Consequently pupils learned very well as the activities helped them to understand what they had learned from books. The lessons provided a great degree of interest and led to very good development of scientific vocabulary. Pupils tried hard, concentrated and worked both independently and co-operatively very well.
17. There is some excellent teaching in the reception classes, where teachers support children's investigative play very effectively and provide opportunities for learning that reflect real life, such as choosing animals that could be bought in a pet shop. Lessons are sensitive to the emotional needs of the younger children and teachers hold high expectations for individual development.
18. The school makes good use of supporting adults, including employed assistants and volunteers. Their presence, both within classrooms and working with small groups in other areas, enables teachers to concentrate on teaching. Small group work operates effectively

and enables very useful developments in subjects such as literacy, numeracy and art and design. This arrangement also makes best use of the building which has the restraint of some quite small classrooms. The school works hard to develop creative and artistic approaches. In a very good lesson with Year 2, pupils made very good progress because they were given resources and time to apply skills from previous lessons in a creative activity investigating patterns, textures and shapes.

19. The school has recently installed interactive whiteboards. Teachers are already beginning to make good use of these for whole-class presentations. Pupils are also learning to use them as teachers encourage them to try out the interactive facilities. This is possible because of the excellent relationships between pupils and teachers in which pupils show a very good degree of developing maturity. The development of teachers' skills and knowledge in this area of ICT is an aspect of school leadership and management which is very successful in supporting teaching and learning.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	16 (41%)	19 (49%)	2 (5%)	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.

20. Assessment is good. Teachers know individual pupils very well and use this information very well to plan activities. They talk to pupils about what they can do to improve. They know how to ask specific questions tailored to individual pupils. The written work of pupils is marked frequently and some marking is very useful in helping pupils know how to improve. English, mathematics and science subject co-ordinators are collating data across the classes about individual progress to highlight where specific support can be provided; this is a useful and positive management development.
21. Pupils respond very well. They are treated with a degree of maturity, respect and concern for the individual. As a result they feel valued, try hard and concentrate in lessons; consequently their behaviour is very good. Teachers have to work harder with some younger or more enthusiastic pupils to ensure good discipline, but their efforts are successful. Occasionally, however, where the start of a lesson has not been as focused as in others, teachers have to work hard to ensure that pupils listen carefully. Pupils say they like their teachers and tell inspectors that they are helped if they find work difficult. Parents indicated that teachers gave a lot of their time to pupils beyond lessons if it was needed.

The curriculum

Curriculum provision is very good, including that in the Foundation Stage. Opportunities for enrichment are very good. The quality of accommodation and resources overall is good.

Main strengths and weaknesses

- The curriculum is creative and supports pupils' learning and very good achievement
- The Foundation Stage curriculum provides excellent opportunities to learn through first hand experience.
- Personal and social development is a strong aspect of curriculum provision.

Commentary

22. The curriculum for all pupils, including those with special educational needs and those in the Foundation Stage, is very good. It meets all statutory requirements, including those of the locally agreed syllabus for religious education. The curriculum is planned in a creative and

imaginative way that appeals to children's interests and supports their learning and achievement very effectively. This is so for all pupils, including those from minority ethnic heritages.

23. Planning systems are very well established. Teachers use them very effectively to plan tasks that meet the learning and personal development needs of all pupils. Links made between subjects very successfully help pupils see how learning in one subject supports learning in another. Learning is enriched very effectively not just when there is a special event or visitor but in everyday curriculum experiences. An example of this is the creative use of classroom spaces. Teachers use them very effectively, to provide a wide range of practical experiences that build confidence and consolidate learning across the curriculum, particularly in English and mathematics. This approach inspires and motivates children and as a result they are eager to learn. It also has a direct and very positive impact on the achievement of the youngest children in any one year group as well as that of lower ability children. This is reflected in the fact that the vast majority attain at least the average standard by the end of Year 2.
24. Overall provision for pupils with special educational needs is very good. Pupils benefit from working in a variety of groupings: whole class, ability groups and mixed ability groups. They thrive on the high quality care and support provided for them and they make good progress as a result. Individual education plans are of good quality and are written in a style that is easily understood by children and their parents. Pupils' progress is monitored closely and the school works successfully with support agencies to ensure that pupils' needs are fully met.
25. The school provides very well for pupils' personal and social development. It is an area of the curriculum that is strongly reflected in all aspects of school life. The school council provides well for pupils to develop an understanding of the importance of listening to the views and opinions of others as well as giving them experience in taking responsibility. Pupils are responding very positively to these approaches and show a high degree of confidence and personal responsibility as a result. The school is now in a position to develop further links with its partner junior school so that it can enhance its support for pupils as they move on in their education.
26. Educational visits and visitors to the school enrich overall curriculum provision. For example, children visit the local area to support their studies in geography, and members of the community who have experience of other cultures are invited into school to talk about their traditions and beliefs. Lunchtime clubs offer children the chance to learn to knit and to practise a range of artistic skills. The school benefits greatly from the high quality support it receives from voluntary helpers who are readily available and who make a strong contribution to the life of the school. The enrichment of the curriculum is much appreciated by parents; many of them are able to add to the school's provision by their own efforts, such as by providing information from a range of cultures.

Example of outstanding practice

Excellent practice in enrichment of the curriculum in a French assembly

The whole school gathered expectantly in the hall, entertained by a recording of Gallic songs. Assembly was conducted in French by a volunteer teacher. She evoked a festive atmosphere through songs and rhymes with soft toy animals taking the parts of guests at the party. Year groups performed in turn although others could not resist joining in. Repeated questions and responses in French meant that pupils were practising and reinforcing their knowledge of the language as a means of communication. Everyone participated with great good humour; they applauded each other and enjoyed every minute until they had to bid the guests 'Au revoir'.

27. The school's accommodation has improved since the last inspection with the addition of two new classrooms and enhanced office space and public areas. Teachers make the best use they can of the rather limited outdoor space to provide high quality outdoor provision for the Foundation Stage and for physical education lessons. Pupils in Years 1 and 2 appreciate the

work that has been done to make the school yard an interesting place to be in. Parents are aware of the difficulties of the accommodation and have supported the school very well in its successful efforts to extend and develop the building. The school has a well-resourced library and teaching resources are of very good quality. The display in the classrooms and around the school is of very good quality and is used very effectively to support learning.

Care, guidance and support

The school has made excellent provision to ensure pupils' care, welfare, health and safety. Pupils receive excellent support, advice and guidance from teachers and they have very good opportunities to express their views.

Main strengths and weaknesses

- Pupils feel safe in school so they gain in confidence and can concentrate on their work.
- Teachers fully understand pupils' needs and so can provide excellent guidance.
- The school ensures all children settle quickly into reception.
- The school encourages pupils to express their views and takes them seriously.

Commentary

28. The school is a very welcoming environment. All the staff are very warm and friendly; they greet the children, chat to them and show an interest in them. They demonstrate by words and actions that they care about all their pupils and want to help them. Governors play an important part in monitoring hazards in the building and there are very well established procedures to ensure pupils' health and safety.
29. Class teachers know their pupils very well and understand their individual needs. In addition, the variety of extra-curricular activities offered by teachers ensures that they know most, if not all, the pupils in the school, which adds to the family atmosphere and sense of security. Pupils feel a high degree of trust for their teachers and go to them for help when in trouble. The school tracks the progress of individual pupils in the core subjects so that teachers have a good idea of their strengths and weaknesses and can offer focused challenge and support. Teachers are sensitive to pupils' physical and emotional well-being. They observe them carefully, provide opportunities for them to gain in confidence and monitor their personal development as they move up the school.
30. The school has excellent links with the local pre-school settings and offers opportunities for children to visit the school and take part in activities such as assemblies before they join reception. Children and parents are familiar with teachers and the building and are well supported when they begin school. There is good provision for the youngest children to begin by attending for half a day to help them adapt to school life. Older children joining the school quickly make friends and settle in.
31. Pupils have the confidence to express views about the school and make suggestions. Their views are listened to and discussed with them and their class. The school council is newly established but is proving to be an effective forum for school improvement and to help pupils to identify problems and to suggest ways of overcoming them.

Partnership with parents, other schools and the community

The school maintains excellent links with parents, other schools and early years' settings, and the community.

Main strengths and weaknesses

- Parents are delighted with the school and the education their children receive.

- Parents provide excellent support for the school and are fully involved as partners in their children's education.
- The school has developed a wide range of links with the community which supports pupils' learning and personal development.
- The school has extensive links with pre-school settings and other schools and colleges.

Commentary

32. The school is very welcoming to parents as partners in the education of their children and this makes an important contribution to the inclusive ethos in the school. It consults them regularly and teachers are approachable if they have questions or concerns. Parents respond by giving the school their full support. Many help regularly in school; they are involved in extra-curricular activities such as the knitting club and respond willingly to appeals for extra adults on educational visits. They serve Christmas lunch to all the staff and governors, and help in building links with elderly residents in the local community by baking food for them when they are invited into school. Parents are invited to speak to pupils about their work or skills and one teaches French to all the pupils. The Parent Teacher Association (PTA) is a very effective fund raiser and has paid for a wide range of extra resources for the school and its pupils.
33. Parents receive very good information about the school and their children's progress. This has shown good improvement since the last inspection. The school also regularly provides helpful information about pupils' learning and guidance on how parents can support children at home. There is a well-established home-school reading scheme. Parents have numerous opportunities to visit the school for special events and meetings. The school accommodates a care facility at the beginning and end of the school day which provides a useful service for parents.
34. Links with the community such as the fire service and police are actively promoted by governors. Links with churches are well developed. There has been a variety of contacts to enhance pupils' learning, for example with a local pet shop, a famous tea shop, and with grandparents who contributed to work on toys from the past. Some visitors offer rich and contrasting cultural experiences for pupils such as Ghanaian music and dance, and local businesses are generous with donations.
35. Until recently the school had Beacon status, and used funding to develop excellent links with other schools to share expertise and experience. Links still continue; for example local schools have visited for a 'Teddy Bears' Picnic' event. The nearest pre-school setting also participates in school events and there is a close and supportive relationship between staff. There are strong and developing links with the nearby junior school which support transfer to Year 3. Junior pupils have visited the school to read with younger children and there are reciprocal visits to performances. Links with a number of universities and colleges reflect the school's strong support for initial teacher training.

LEADERSHIP AND MANAGEMENT

Leadership and management overall are excellent. The leadership of the head teacher is excellent and of other key staff is very good. The impact of management is very good and there are some excellent features. The governance of the school is outstanding.

Main strengths and weaknesses

- The head teacher's excellent leadership and clarity of purpose support very good teamwork and commitment from staff and ensure excellent continuing professional development to support teaching and learning.
- Governors show a very high degree of commitment, involvement and creativity in supporting the school and its improvements.
- Excellent financial planning and control are based upon a high degree of consultation.

- A very good four-year framework for the school's self-evaluation and planning ensures a clear focus for activities.
- The school has access to large amounts of data and it is used well to support individual pupils but it now recognises how it can be refined for use in development planning.

Commentary

36. There are many excellent and outstanding features of this school and the head teacher's leadership has been a highly significant factor in moving the school forward. There is a very clear vision of what the school is about, shared by governors, staff, parents, and pupils. The school has a deservedly high reputation. The head teacher provides detailed strategic thinking which is based on a mixture of inspirational approaches and practical self-evaluation and planning frameworks. She is very ably supported by key staff, who reflect the school's ambitions and willingness to learn by sharing good practice. Leadership is clearly influential beyond the school and the work carried out through the previous Beacon status has been continued and extended. The school sees itself as a member of education communities within the area, nationally and where possible internationally. The head teacher's secondment to work in Australia for a term has provided motivation for further reviewing school activities, while at the same time enabling staff development within school. The school places great value on the development of individuals, and staff across the school have benefited from targeted provision leading to major increases in skills and knowledge which are having a very positive impact on the achievement of pupils. Leaders of subjects and aspects of the school's work provide good and very good leadership within the framework of a team approach.
37. The governing body shows a very high level of commitment. The members of the governing body have many individual skills that they use to provide support across the range of governance functions, while at the same time seeking professional advice on specific matters. Governors know the school very well. They regularly visit and have assigned governors for the school's major functions. They use a committee system very effectively and efficiently. They are well aware of their strengths and how they would like to be even better. There is a high degree of creativity in the governing body and governors do everything they can to capitalise on their links with the local community and beyond. This work has a very beneficial effect on the school's development generally, as well as financially. All statutory requirements are met.
38. The management of the school is very good. There is a very strong commitment to fulfilling the school's vision. There is very little movement of staff from the school. Adults recognise that pupils need regular contact and so give of their time well beyond lessons; as a result issues are dealt with before they become problems. Documentation and systems for managing the school are useful and largely unbureaucratic.
39. Self-evaluation is rigorous. The school makes very good use of information from pupils, parents, the local education authority and others in determining how the school can continue to develop. There is detailed pattern of monitoring built into a four-year plan. The school has made good progress in improving assessment since the last inspection. Subject leaders have access to information which shows trends in performance within classes in English, mathematics and science. Overall school analysis of achievement by ethnic heritage is carried out satisfactorily. The school is making some use of local education authority data on progress from reception class to the end of Year 2 to identify strengths and areas for development. The school's self-evaluation process has identified ways in which the data can be refined to indicate more clearly the expected standards to be reached by different year groups.
40. The school manages its finances in an excellent manner, which ensures detailed planning and organisation within a long-term framework. The employment of a skilled bursar for one day per week ensures that the school can focus on the important issues of teaching and learning. The governing body and head teacher know well the difficulty of managing a budget for around 240 pupils, while wishing to keep single age classes. The decision to reduce classes by one at the start of the next academic year has been most thoroughly consulted upon and plans for the change are well advanced. Although the balance of funds carried forward to 2005-6

appears a little higher than might be expected, taking into account committed expenditure, the school plans are likely to result in a roughly neutral balance at the end of the financial year, and so is appropriate at this stage. The school benefits very substantially from funds raised through the PTA and through the use of its premises.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	676,430	Balance from previous year	59,294
Total expenditure	686,836	Balance carried forward to the next	48,888
Expenditure per pupil	2,862		

41. The practical management of the school is highly efficient. The school runs very smoothly and parents appreciate how well things operate from their view point. The school secretary is much appreciated. Pupils move round the school smoothly with a very good level of trust and co-operation. Resources are very efficiently organised and accessible, although the school suffers from a lack of storage space overall.
42. The school has identified aids and barriers to raising achievement. The great support from parents is a significant aid, through real practical support and financial involvement. The school works very hard to overcome its principal barriers, those of the building and of the financial planning needed to balance class size and the desire for single age classes. In both these respects the importance of the barriers is significantly reduced by the school's actions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

43. Children start school in the September of the year in which they become five. The youngest children attend part-time during the Autumn Term. The first year in school is referred to as the reception year. Children are admitted from a very wide range of pre-school settings. Most children attend a nursery before entering the reception class. Excellent induction arrangements ensure that children settle quickly into school, and that very positive relationships with parents and carers are nurtured.
44. When children enter the reception class their range of attainment is broad. Overall standards are in line with expected levels, but a significant number of children attain standards above those expected in speech and language, and in knowledge and understanding of the world. Children make good progress and achieve very well because teaching is very good. Non-teaching staff make a significant contribution to children's learning. All staff provide very positive role models and plan activities that interest children and motivate them to learn.
45. Children with special educational needs achieve well and make good progress. This is because they receive very good support which enables them to be fully included in the life of the school.
46. By the end of the reception year children attain standards that, overall, are above those expected for their age. This is true of boys and girls and of children from minority ethnic heritages. A significant number of children attain standards that are well above expected levels in creative development and in knowledge and understanding of the world. This is because staff plan excellent opportunities for children to learn through first-hand experiences and to express their ideas in a wide range of ways. Standards attained in children's dispositions and attitudes to learning are very high. Achievement in this aspect of development is excellent because staff encourage natural curiosity, and listen carefully to children's views and ideas. As a result children grow in confidence and self-esteem, and develop an eagerness to investigate the world around them.
47. Very good progress has been made since the last inspection. Excellent opportunities are now provided for learning out of doors, which contribute significantly to the progress that children make. Provision for physical development is now good, and opportunities for creative development are excellent. Teaching is now consistently very good.
48. The Foundation Stage is very well led. A very effective team has been created in which all staff are highly committed to providing children with the best possible start during their first year in school. Very good opportunities are provided for continuing professional development, and there is an eagerness to share expertise and to learn from others, both within and beyond the school. Assessment information is used well to plan children's next steps in learning but analysis of this information to identify priorities for improvement is not sufficiently rigorous.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress as a result of very effective teaching.
- Children have excellent attitudes to learning.

Commentary

49. Children make very good progress and achieve very well. By the end of the reception year they attain standards that are above those expected nationally. This is because teaching is very good. Staff are very good role models. They show courtesy and respect in their relationships with children and other adults. They make time for children to express their ideas and opinions, and show genuine interest in what they have to say. Consequently children learn to work well with others, and they grow in confidence and self-esteem.
50. Children's attitudes to learning are excellent. As a result of extremely good progress children attain standards that are well above those expected nationally in this aspect of learning. This is because staff encourage children to be curious by posing questions such as, "I wonder why...?", and "What do you think would happen if...?" They provide time and opportunities for children to find things out for themselves and provide an exciting range of equipment and materials. As a result children are confident to try things out, to initiate ideas, and to persevere in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are very good opportunities provided for children to develop speaking and listening skills.
- There are very good opportunities for children to become confident writers.
- Staff do not plan sufficient opportunities for more able children to improve their presentation skills.

Commentary

51. Children make good progress and achieve well. They attain standards above those expected nationally by the end of the reception year.
52. Teaching is good overall. It is very good in helping children to develop their speaking and listening skills. As a result children achieve very well in this aspect. Staff provide many opportunities for children to express their ideas in small and large groups. They ask questions that extend children's answers and they give children time to consider their responses. Staff provide good role models. They listen carefully to what children have to say and they encourage them to listen and to respond to others. They introduce children to new and interesting vocabulary and plan opportunities for children to use language in a range of interesting situations. For example, in the role-play area children are encouraged to use the language associated with the veterinary surgery. In their play children take turns in conversation, they communicate ideas clearly, and they listen and respond to what others have to say.
53. Staff plan very good opportunities for children to use writing for a purpose. Children confidently record their ideas using symbols, letters and words. They make 'lists', record 'appointments', and write 'letters' as a natural part of their play. They learn to make links between sounds and letter symbols and are encouraged to use this knowledge to write independently. As a result children become confident writers. The most able children are able to communicate simple ideas using recognisable words and phrases. However, children are not given enough help to improve the spacing of words and the formation of letters so that their writing becomes more easily legible to the reader.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The methods used engage and interest children in their learning.
- Questioning is used well to extend children's understanding.
- Staff plan very good opportunities for children to use mathematical ideas in their play.

Commentary

54. Children make good progress and achieve very well. By the end of the reception year they attain standards that are above those expected nationally.
55. Teaching is very good. Staff plan activities that are well matched to the learning needs of young children therefore children are interested in their work and motivated to try hard. For example, children become very excited when puppets become new 'class members' and have to act properly as good children should. They are eager to correct their mistakes when counting, and to answer questions using correct mathematical vocabulary.
56. Staff ask questions that challenge children's thinking and consolidate understanding. For example in a lesson that was focusing upon money, children were asked to identify coins on the electronic whiteboard and to write their values. One child was asked to think carefully if her answer was correct and after much thought she returned to the board and wrote a pence sign after the numeral.
57. Children have frequent opportunities to use mathematical ideas in their play. For example, they use scales to weigh the pets in the role-play area, they use coins in exchange for goods in the 'pet food shop', and they make decisions about size, shape and position when building models in the design and technology area; these activities develop understanding of number very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **excellent**.

Main strengths and weaknesses

- There are excellent opportunities for children to learn out of doors.
- High quality adult involvement challenges thinking and extends play.
- Carefully planned activities have relevance and meaning to children.

Commentary

58. As a result of excellent teaching children attain standards that are above those expected for their age by the end of the reception year. A significant number attain levels that are well above those expected nationally. This represents very good achievement and progress. Staff plan excellent opportunities, both indoors and out, that allow children to investigate, to collaborate in problem solving and to learn about the world around them through first-hand experiences.
59. Staff support children's play exceptionally well. They observe carefully and ask questions or make suggestions that extend learning without dominating children's play.

Example of outstanding practice

Staff intervene sensitively in an outdoor activity in the reception class so that children still retain control of their play.

Children become very engrossed in investigating the flow of water through guttering and the teacher notices that a lot of water is being wasted. She asks the children if they could think of a way of collecting the water so that it could be re-cycled. Together they talk about possible solutions and the teacher goes to collect some wooden blocks that the children think they might need. She then withdraws to enable children to work together to solve the problem themselves. Children listen to each other's suggestions; they try ideas out and make modifications after evaluating the outcome. As a result the children are able to extend the flow using additional guttering supported by blocks so that the water can be collected in a watering can for return to the trough.

60. Staff plan activities that enable children to engage in activities that have real meaning for them. As a result levels of engagement are high and children make very good progress. For example, in order to improve children's understanding of living things the children organise a pet show. They learn how pets need to be cared for, they find out about the work that vets do in case their pets become sick, they write invitations for the pet show, make rosettes for the winners, and bake biscuits for the guests. These real-life situations support the very good learning across the curriculum.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Well-planned activities develop children's physical skills both indoors and out.

Commentary

61. Children make good progress and achieve well because teaching is good. By the end of the reception year they achieve standards that are above those expected for their age.
62. Staff plan a good range of opportunities for children to develop control and co-ordination. Children are able to move around, over and through balancing and climbing equipment. They move safely, showing awareness of space and of others. Children handle tools and malleable materials with increasing control. For example, they carefully smooth and shape clay with their hands in order to make feeding bowls for their 'pets', and they add intricate patterns using finely pointed modelling tools.

CREATIVE DEVELOPMENT

Provision in creative development is **excellent**.

Main strengths and Weaknesses

- Excellent opportunities allow children to respond creatively to their experiences.
- There is an excellent balance between the teaching of skills and opportunities for children to apply these in their own work.
- There are very high levels of engagement because activities develop from the interests of the children.

Commentary

63. As a result of excellent teaching children attain standards that are above those expected for their age by the end of the reception year. A significant number attain levels that are well above those expected nationally. This represents excellent achievement and progress.
64. Children are continually encouraged to use their imaginations in order to express their own ideas through music making, drama, and art and design. Staff carefully teach children skills which they then apply in their own work. For example, children are taught how to observe carefully and to mix colours using watercolour paints. As a result children produce observational work of very high quality. Their paintings accurately reflect the colours and shapes seen in the natural world.
65. Children concentrate well and persevere for long periods of time because staff provide resources that enable children to develop ideas that they are interested in. For example, when children become interested in performing, stages are created indoors and out. As a result children create their own music, using a range of percussion instruments and so they work together to form a band as they play along to recorded music on a CD player. Staff provide very effective support by modelling how some instruments are played which increases the range of sounds that the children use in their performances.

SUBJECTS IN KEY STAGE 1

ENGLISH AND MODERN FOREIGN LANGUAGE

English was inspected in full and reported below. French was sampled.

French

66. French was not inspected as a separate subject and no judgement was made about provision. The school provides teaching in French for all pupils, including children in the reception classes. A volunteer teacher attends each week and introduces the French language through rhymes, songs, and movements linked to developments in speaking, listening, reading and writing. This is very much appreciated by pupils and parents. Pupils thoroughly enjoy the work. This development helps children to appreciate their own language and provides a significant enrichment for the curriculum. While it was not possible to observe a lesson, inspectors recognised the excellent teaching and response from pupils in a whole-school assembly. This is reported on in the 'Curriculum' aspect earlier in this report.

English

Provision in English is **very good**.

Main strengths and weaknesses

- The curriculum for English is imaginative and creative.
- Teaching is consistently good and supports the very good achievement.
- Pupils have not yet developed a fluent style of handwriting for presentation work.

Commentary

67. The 2004 national tests showed that standards in Year 2 for reading were well above the average and above average for writing. Tests also showed that the school attains standards that were broadly the same as other schools in similar circumstances. However, current standards in both reading and writing are now well above average. This is because the school has implemented strategies that have had a very positive impact on writing in particular without losing the high profile it gives to reading. Boys and girls and pupils from minority ethnic heritages achieve as well as each other.

68. Speaking and listening skills are very well developed in all pupils. Teachers provide many and varied opportunities for pupils to engage in talk. The continuation of role-play activities from reception classes makes a strong contribution to developing vocabulary and confidence. Similarly speaking and listening activities are used very effectively as the precursor to writing. Teachers and support staff give very freely of their own time to talk with individual pupils. They reward good listeners with medals and have high expectations that children will be courteous and listen to each other. The high priority that teachers give to the development of these social skills contributes very strongly to standards in speaking and listening with the result that children are very confident and enthusiastic.
69. Reading is promoted very well by all teachers and support staff. The quality of resources is very good and this helps to stimulate children's interest in books. The home school reading programme is very well supported by parents and this plays a significant part in helping children become confident and accurate readers. Guided reading sessions are managed well and, because they have been properly timetabled, reading is given a high profile. Teachers motivate children to read because they themselves are enthusiastic about literature and present texts in a lively and interesting way. For example, in a Year 1 class the teacher showed children a huge bottle of water renamed as supersonic engine juice to stimulate their interest in the story they were about to read.
70. Standards in writing are well above average. The curriculum is creative and imaginative and activities are well balanced between practical tasks and paper and pencil activities. Teachers are skilful in motivating and inspiring children. They encourage a 'have a go' ethos so that children build confidence and are not afraid to make mistakes. Spelling and punctuation are taught well without spoiling the flow of an enthusiastic writer. Most children write legibly but are not yet developing a fluent style to help them improve their presentation for special pieces of work. Although pupils use ICT regularly in their work across the curriculum it is not used extensively in English to develop writing skills.
71. The quality of teaching and learning in lessons is consistently at least good and occasionally very good. The quality of the curriculum, the additional support available, and the very good response from pupils, support the good and very good teaching in ensuring the very good achievement. In lessons where teaching is good, there are often some very good features. Teachers are well prepared and plan a wide range of activities that engage the interests of all pupils, so pupils learn very well, trying hard and concentrating. Teachers' thorough planning, for a very good match between tasks and pupils' abilities, has a very positive impact on the progress of lower attaining pupils in particular, whose progress is often very good. The quality of support for pupils with special educational needs is very good and ensures that pupils take a full part in all activities so that they can sustain the good progress that they make. The resources that teachers use are of high quality. Many are designed and made by teachers themselves, reflecting the high level of commitment they have to meeting the needs of all children as closely as they can.
72. The leadership and management of this subject are very good because they have had a direct influence on improving the quality of provision across the school. The co-ordinator has ensured that teachers are up to date with all new developments and has kept the quality and quantity of resources high. Monitoring arrangements are effective. Standards reached are as high as the last inspection and overall achievement has shown good improvement since then.

Language and literacy across the curriculum

73. Pupils' skills are well developed because teachers have clearly identified a good range of opportunities for speaking and listening, reading and writing across the curriculum. For example, pupils write about the Great Fire of London in history and record their observations of ice melting in their science lesson. However, on a minority of occasions, writing opportunities are not used as well as they could be to help pupils to extend the skills they have learned in literacy lessons.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because teaching is very good.
- Pupils' attitudes are excellent because teachers plan activities that are interesting and relevant.
- In a small number of lessons the levels of challenge are not high enough during the whole-class starter activities.

Commentary

74. In the 2004 national tests, results at the end of Year 2 were well above average. The percentage of pupils reaching the highest level was above that attained nationally. Current standards are consistent with these results. By Year 2 pupils are confident with number and use their skills to solve simple problems. They use a range of strategies and skills to solve money problems, making accurate calculations and recording their methods effectively. All pupils make very good progress and achieve very well. This is because teachers plan work that builds well on prior learning and challenges children to apply mathematical ideas to solve real-life problems. Children with special educational needs make good progress and achieve well. This is because they receive very good, targeted support from teaching assistants who provide practical activities, such as shopping through role-play, to develop understanding. As a result pupils grow in confidence and independence. Boys and girls, and pupils from minority ethnic heritages, achieve as well as each other.
75. Teaching and learning are very good. Staff effectively teach children a range of mental strategies and show them how to check their work. As a result pupils are confident to tackle number problems and they calculate with accuracy, so developing their understanding very well. Questioning is used well to extend children's understanding and to encourage them to articulate mathematical ideas using correct mathematical vocabulary. Lessons are well planned to build on prior learning, and tasks are well matched to the differing abilities within the class, so that all children are involved and challenged by the tasks they are set, working independently and collaboratively.
76. Pupils enjoy lessons. They enjoy the interesting activities which make them think hard. Teachers use ICT well during lessons and this motivates children to join in and to try hard. Activities enable children to apply their mathematical understanding in practical situations, for example in the role-play shop. Staff have good subject knowledge and are enthusiastic about mathematics. As a result teaching is accurate, is well matched to prior learning, and helps children to gain the confidence needed to try out new ideas.
77. Although levels of challenge are good overall, in a small number of lessons the whole-class start to the session does not provide sufficient challenge for some pupils. This is because the teacher does not use a sufficiently wide range of strategies to ensure that every pupil is involved, and asks questions that are too easy for more able children therefore they lose interest. As a result a minority of pupils do not make sufficient progress during this part of the lesson.
78. The leadership and management of mathematics are good. Very good support has been given to the development of practical approaches to teaching, and to the involvement of parents in their children's learning. A range of methods is used to gain a picture of standards and achievement in the subject. Assessment data has been collated and the school has recognised how it can be further refined to provide an accurate picture of strengths and areas for further improvement. Since the last inspection standards have been maintained and the overall achievement has shown good improvement.

Mathematics across the curriculum

79. Pupils have good opportunities to practise their mathematical skills in other subjects. For example, in design and technology pupils use block graphs and pie charts to analyse information about favourite fruits, before designing their own fruit salad, and pupils apply their knowledge of symmetry when creating designs for clothing.
80. Schemes of work identify when mathematical ideas can be developed through other subjects, for example in religious education. In some cases the guidance is not always sufficiently detailed to help teachers to plan lessons that make the best use of mathematics in individual subjects.
81. Parents particularly appreciate the school's mathematics library, where parents and pupils can borrow games and activities for use at home.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils' achievement is very good, particularly in relation to scientific enquiry and investigative skills.
- The subject is very well led, with enthusiasm and subject interest.
- The curriculum is very well organised with creative and interesting activities.
- Good teaching is based on detailed preparation and planning.

Commentary

82. By the end of Year 2, pupils reach standards that are well above average. This represents very good achievement. The most recent national assessments, carried out by teachers in 2004, indicated that pupils did not achieve as well as pupils in similar schools, not the usual pattern of achievement in previous years. The school has done detailed investigation and has recognised how some limitations in basic skills in literacy for a minority of pupils influenced their scientific achievement. Those results do not reflect how well pupils are achieving in the current year. Pupils achieve very well because teachers provide interesting and stimulating activities which encourage pupils to try out new and practical real-life experiences, and to investigate and record systematically. For example, each of the Year 1 classes experienced an investigative lesson in which they tried eating different parts of plants. During this time they made choices and then recorded in a simple way which did not detract from the investigation. Boys and girls, and pupils from minority ethnic heritages, achieve as well as each other.
83. Pupils often have very good subject knowledge. In a topic on health and growth, pupils demonstrated their knowledge of special vocabulary, such as metamorphosis, pupa, and amphibian. Pupils know about changes in creatures as they grow. Their reading and writing ability clearly supports their increasing knowledge of the subject. Pupils often have a very good general knowledge that teachers build upon to extend any topics about which pupils have some prior knowledge. Pupils show very good standards across the science curriculum, including some very good work on topics such as how batteries can make toys move, knowledge about healthy foods and identification of light sources and how sound travels. Pupils enjoy lessons and show a great degree of interest. Their very good behaviour allows lessons to flow well, even when activities involve a large degree of movement around the room.
84. The quality of teaching and learning is good; it is sometimes very good. Lessons are very well prepared with all resources to hand, and supporting adults add significantly to pupils' learning

through ensuring smooth organisation and by the good questioning approaches. Lesson activities are matched to different abilities of pupils; individuals are responded to sensitively and consequently there is a very inclusive approach. Teachers vary their approaches. In a very good lesson the teacher recapitulated learning by clear questioning at the end of the lesson. In a good lesson pupils learned effectively through the use of an on-line lesson whole-class activity on an interactive whiteboard, supported by practical research and use of some individual computers. Pupils are confident in their use of ICT to support their own learning. Across lessons they work independently and collaboratively. They try hard, persevere and do their best. There is not always a consistency in the approach to the start of lessons so occasionally learning would be better if pupils were clearer about the intentions.

85. Leadership and management are both very good. Some of the approaches to leadership of the subject are excellent, for instance the involvement of the subject leader in a local education authority working party to develop improved approaches to planning and assessment. The curriculum is well organised and very good in its content and approach. There are detailed plans and information to support individual teachers. Together with the good teaching and learning, these result in the very good achievement. The school has started to use a good recording system to show the standards being reached in different aspects of the subject and recognises how the use of the data can be further developed to set targets for individuals and groups of pupils. Improvement in the overall provision in the subject since the last inspection is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well because of good teaching and wider opportunities to practise skills.
- ICT is used effectively across the curriculum.
- Specialist ICT skills are not always taught progressively.

Commentary

86. Overall standards are above the expected levels by the end of Year 2. This is a good achievement and is because teaching is generally good but also because the majority of children have access to computers at home and practise and improve their skills regularly.
86. Computers are in constant use in the classrooms. They are used very effectively to reinforce teaching points and consolidate children's understanding of particular concepts. For example, in a Year 2 mathematics lesson children worked with a shopping program that helped them to practise addition of money. Pupils' work shows the regular use of the digital camera to record significant events or key aspects of their studies. For example, in geography children use the camera to photograph features of the local environment so that they can refer to them back in school.
87. Teachers' planning shows that some lessons are planned where specific ICT skills are taught. For example, Year 2 pupils learn how to use the delete, caps lock and cursor keys to improve the punctuation of a piece of writing. However, these lessons are not a regular part of the timetable and this means that skills are not always taught in a progression from one year to the next. This contributes to some variation in achievement, particularly for those who are not confident with ICT. However, pupils, including those with special educational needs, generally make good progress and improve their understanding of the uses of ICT in everyday life. It was possible to observe only one specialist ICT lesson, linked to developments in literacy. Pupils made good progress because of the effective explanations and demonstrations. Many lessons in other subjects used ICT to contribute to learning.

88. The leadership and management of the subject are good because there is a real commitment to improvement and a determination to ensure that teachers have the skills they need to teach this subject well. The impact of leadership is evident in teachers' competence in using the recently installed interactive whiteboards in their lessons during the inspection. The co-ordinators are keen to improve their own knowledge and understanding of this subject through membership of the local ICT cluster group and through continued attendance at relevant courses. Improvement in provision since the last inspection is good, with improved curriculum planning and wider use of resources.

Information and communication technology across the curriculum

89. The use of ICT across the curriculum is good. Teachers provide regular opportunities for pupils to use computers to consolidate and extend their literacy, numeracy and science skills. For example, pupils control the movement of the small controllable floor device when studying direction and estimating distances. In science they track the growth of a plant and measure its progress. Pupils also use a paint program to design repeated patterns for their work in art and they find information from the BBC website about famous people in history.

HUMANITIES

Religious education was inspected in full and is reported below. Two lessons were observed in religious education, and evidence was gained through examination of pupils' work, from discussion with pupils and the subject leader, and through observation of the religious elements of acts of worship.

Geography and history were sampled. In geography, planning documents and samples of work were scrutinised and part of one lesson was observed. In history, planning documents and samples of work were scrutinised and one full lesson was observed. In both subjects there were only limited discussions with staff and pupils and it was not possible in this inspection to make judgements about leadership and management.

Geography

90. It was not possible to make an overall judgement about provision in geography.
91. Although an overall judgement about standards could not be made because of the small range of material available for review, work scrutinised was around the level expected within the National Curriculum. Pupils have looked in some detail about which features characterise the local area and have then made suitable comparisons between this locality and a contrasting locality. Pupils use correct vocabulary to identify features, such as lake, wood, mountain and beach, in their early work. The outcomes of this work vary, with responses varying from single words to full phrases or sentences. Although the curriculum plans indicate appropriate coverage, it was not possible to see a great deal of work on how patterns develop in geography or how environments change. Displays in classrooms indicate that the school is showing a real interest in developing pupils' understanding.
92. The school is keen to capitalise on the introduction of the interactive whiteboards and in the one part-lesson observed, in which teaching and learning were good, a very useful program based upon the travels of 'Barnaby Bear' engrossed pupils and ensured their full involvement, building well on the use of literacy and numeracy. Some pupils had experience of journeys in the same part of the United Kingdom as the character, and the teacher effectively used their experiences. However, curriculum planning does not generally identify how geography teaching can build upon pupils' strengths in their knowledge and understanding of the world and the good general knowledge of pupils. The follow-up activities planned for the observed lesson had less focus on developing geographical knowledge, skills and understanding than on the recording of information.

History

93. It was not possible to make an overall judgement about provision in history.
94. Standards are above average and pupils' achievement is good. Samples of work indicate that the school involves pupils in thinking about how historical events relate to their own lives; for instance, they are asked to reflect on how it would feel to have a death in a family. Work about the annual remembrance days ensures a sensitive approach to study. In their work on Victorian life, higher attaining pupils show that they recognise and understand reasons for the differences in clothing between now and then. Pupils are regularly involved in historical investigation and enquiry, frequently looking at comparisons between different periods in history. In developing pupils' literacy there are some useful opportunities to develop story writing but some activities are based too much on completion of worksheets; this leads to a lower quality of writing and presentation.
95. The curriculum plan indicates satisfactory coverage of the National Curriculum and there are frequently very useful whole-school events, such as a Victorian week, which provide many opportunities for discussion. In the one lesson observed, pupils demonstrated very good achievement in the study of Florence Nightingale because they understood how long ago events had occurred, remembered many facts about the period and the ways of life at that time, and working collaboratively, could order events into a reasonable sequence. In this very well taught lesson pupils learned at a very good rate because the teacher had planned the lesson very well with different levels of challenge, and with good quality resources. The lesson challenged pupils' ability to think about and act on information which was deliberately incomplete.
96. Standards and achievement are similar to those at the time of the last inspection, although the school has clearly built on its success in providing stimulating learning activities.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the interesting and well-taught curriculum.
- Attitudes are very good because teachers plan activities that interest and involve the pupils.
- Occasionally activities do not provide sufficient challenge for some children and this slows their rate of progress.

Commentary

97. By the end of Year 2, standards are above those expected by the locally agreed syllabus for pupils of this age. The good standards seen during the last inspection have been maintained because pupils are highly motivated and interested in their work. Pupils have good opportunities across the school to learn about other faiths through first-hand experiences. Religious education contributes well to children's personal development; as a result children are able to reflect on the feelings of others and to consider issues of right and wrong.
98. Pupils of all abilities achieve well because teaching and learning are good. Pupils have very positive attitudes to learning because teachers plan opportunities for children to learn from first-hand experiences and to become actively involved in lessons. For example, in a Year 1 lesson some pupils acted out the story of the 'Prodigal Son', whilst others created 'feeling' puppets. The puppets were used during the performance to reflect the changing emotions of the father and his sons as the story was told. In a Year 2 lesson pupils were extremely interested in the highly decorated 'Torah' that the teacher showed to them. This helped the children to understand the precious nature of this text to Jewish people and to make links with other texts that are special to believers. As a result pupils created their own Torahs in which

they identified rules for living their lives that reflected a strong sense of right and wrong. Occasionally children are expected to listen to the teacher for too long, or are given tasks that do not challenge their thinking; this slows their progress.

99. The leadership and management of religious education are very good because the co-ordinator works very well to make the subject interesting. The curriculum is well planned and makes a strong contribution to pupils' cultural development. Visits to places of worship, and visitors from the community, enrich pupils learning. Standards and achievement and the quality of provision have been maintained since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and physical education were inspected in full and are reported below. In art and design two lessons were observed and investigations made of work in a specialist group room and around the school. Work samples and planning documents were reviewed and discussions held with staff and pupils. In physical education three lessons were observed and further evidence gained through discussions with staff and pupils.

Music and design and technology were sampled. In music, only one lesson was observed because of the timing of the teaching of the subject during the period of the inspection. Evidence was gained through examining pupils' work, from discussions with pupils and subject leaders, and by observing the musical aspects of collective worship. In design and technology, no lessons were observed because of the timing of the subject within the school's timetable at the time of the inspection. Evidence was gained through examining pupils' work and from discussions with pupils and subject leaders.

Music

100. It was not possible to make an overall judgement about provision in music.
101. The whole school was heard singing in assembly, where their enthusiasm was apparent. Music is used well in collective worship to encourage reflection, and the range of music played contributes well to pupils' cultural development. Training has been provided to improve the confidence of staff. This, together with the recently introduced new scheme of work, ensures that pupils have a good range of opportunities to learn about music, to create music, and to perform for others. As result pupils' attitudes are very good, and their knowledge, enthusiasm and confidence quickly grow.
102. An overall judgement about standards could not be made during this inspection, but standards reached in the limited work seen were at least as good as might be expected nationally. Year 1 pupils understand musical terms such as 'compose', and 'conductor', they can name the instruments used in school, and they recognise signs that are used to indicate that music is getting louder and softer. They work with others to create music, and they use their imaginations as they move in response to what they have heard. Extra-curricular activities, such as the school choir, enrich the learning opportunities for pupils. The school has an orchestra which meets and plays regularly. Pupils across the school are involved in seasonal plays and concerts, which are produced to a high standard.
103. Leadership and management of music are very good. The subject leader has very good subject knowledge and uses this very enthusiastically to support and develop staff skills and to enrich the musical experiences of pupils. For example, she provides accompaniment for class and whole-school performances, and provides effective coaching for groups of pupils who play tuned and non-tuned percussion instruments.

Design and technology

104. It was not possible to make an overall judgement about provision in design and technology.

105. Pupils' work in design and technology is above expected levels by the end of Year 2. The good standards seen at the time of the last inspection have been maintained. The curriculum is very good, providing pupils with a broad range of opportunities to develop and apply their design and make skills. There is a good balance between the teaching of skills and the opportunities for pupils to apply these skills, both through planned activities and through the opportunities that pupils have to initiate and develop their own ideas. As a result pupils' skills are built upon well, and by the end of Year 2 pupils create designs and select materials that clearly reflect the purpose of the final product.
106. Pupils' attitudes are very good because teachers have high expectations and highly value their work. Pupils talk with enthusiasm about their designs and make ongoing adaptations in order to improve the final product. They also use their technology skills to enhance learning in other subjects; for example, they created a three-dimensional 'village' to test their position and direction skills when using control technology in a mathematics lesson.
107. Subject leadership and management are good. Good focus has been given to whole staff involvement in the evaluation and development of the curriculum, a positive indication of the school's teamwork approach.

Art and design

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

Main strengths and weaknesses

- Standards are above expected levels by the end of Year 2 because teaching is very good.
- Pupils achieve very well because the curriculum provides a good balance between the development of skills and the opportunities for pupils to apply these in their own creative responses.
- Pupils' attitudes are very good because teachers plan activities that interest and motivate them to try hard.

Commentary

108. By the end of Year 2 standards are above the levels expected for pupils of this age. As a result of very good teaching, pupils make very good progress and achieve very well. Pupils learn about the work of famous artists and are taught how to use a range of materials and techniques, demonstrating high levels of skill. For example, Year 2 pupils observe closely, and carefully select materials to replicate the colours and textures seen in nature. They use magnifying glasses to look closely at the patterns created by William Morris and produce their own, very detailed extensions to these, showing high levels of sensitivity to shape and to colour. Teachers provide very sensitive support by making suggestions that extend pupils' thinking, or by encouraging closer observation of fine detail. ICT is used effectively to help develop repeating patterns.
109. The curriculum is very good. Pupils have very good opportunities to work on a small and large scale, and to work with a wide range of tools and media. They work individually and collaboratively to produce work of high quality. Colour, shape and texture are used to stunning effect in their observational work, and in their individual responses to first-hand experiences. Pupils benefit considerably from the skills of a support assistant working with pupils in a group room.
110. Pupils are very well motivated and work with very high levels of concentration because teachers plan activities that are varied and interesting. As a result their learning is very good. Pupils' very positive attitudes extend beyond the classroom. Two pupils brought into school a digital photograph of a collage they created at home using natural materials, and they used this photograph as a stimulus for their textile work within the lesson.

111. Leadership and management are excellent. An innovative and well-organised approach stimulates work in the subject. The very good provision seen at the time of the last inspection has been maintained, with some very good resources. The subject leader is knowledgeable and her enthusiasm infects staff and pupils alike. She works hard to ensure that the art curriculum is exciting, relevant, and interesting to pupils, so that high standards and achievement are maintained.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good despite the limitations of the accommodation.
- Teachers sometimes miss opportunities to reinforce the positive effects of exercise on health.

Commentary

112. The standards attained by the pupils by the end of Year 2 are above those expected nationally and pupils' achievement is good. This is because teaching is good and pupils are enthusiastic and keen to do well in the activities planned for them.

113. In spite of some limitations to indoor and outdoor space, teachers make good use of the hall, playground and neighbouring field to support the improvement of children's physical skills. Teachers have secure subject knowledge. They plan interesting activities that allow pupils to move freely and with expression. They make sure that pupils are taught new skills so that their learning is extended and is good. The result is that children make good progress and achieve well. They improve their ability to move in interesting and imaginative ways in response to music so that they reflect the movement of creatures in the sea. They learn how to travel along apparatus and jump safely from it. They combine a series of movements so that they can perform them in a sequence. They improve their ability to throw and catch with accuracy and learn more about devising games with rules and scoring systems.

114. Although teaching is good overall, teachers sometimes miss the opportunity for pupils to evaluate their own work and to improve their understanding of the positive effect of exercise in relation to health and fitness.

115. The leadership and management of the subject are good. Teachers are kept informed of new initiatives for physical education and information from courses is disseminated to all staff. Resources are good overall. Standards and achievement have been maintained since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision across these areas is made through specific lessons, registration periods and a wide range of planned activities across the curriculum. Judgements are based on observation of one specific lesson, a series of registration periods, and activities occurring during and beyond the taught periods. Discussions took place with pupils and staff.

Personal, social and health education and citizenship

116. It was not possible to make an overall judgement about provision in personal, social and health education and citizenship because of the small amount of specific teaching seen.

117. The personal and social development of pupils is given high priority by all staff. They know pupils very well because they give freely of their time to form relationships that encourage and value pupils' interests, views and opinions. Time is devoted in every class to discuss social

and moral issues. For example, Year 1 pupils talk in circle time about the importance of taking turns and sharing. Teachers use very positive teaching methods to reinforce messages about how pupils should behave in school. Good behaviour, as well as academic achievement, is praised and rewarded. All staff are very good role models for pupils because they demonstrate courtesy and consideration towards others. As a result there is an atmosphere of mutual respect throughout the school with pupils and teachers holding each other in high regard. Boys and girls and pupils from minority ethnic heritages are all supported very well and as a result all play a full part in the life of the school.

118. Statutory requirements are met. In lessons across the curriculum children are taught and reminded about healthy lifestyles including healthy eating and the dangers of drugs, particularly medicines and smoking. Sex and relationship education is provided for within an agreed whole-school policy. However, opportunities to reinforce the positive impact of exercise on health are sometimes missed in physical education lessons. At other times, the school works very well to develop pupils' personal skills, such as how to eat politely at lunchtimes in family style social groups. Aspects of citizenship are successfully addressed through the work of the school council where children learn more about listening to the views of others, taking responsibility and decision making. In subjects such as religious education, history and geography, children learn in straightforward terms the importance of good race relations through their studies of different countries, cultures and religions.
119. Parents and pupils recognise the importance of the school's provision in these aspects of its work. Parents indicated how the personal development of pupils was seen as very important by the school and how it was a significant factor in determining the school's outstanding ethos. The impact of the school's work in developing pupils personally is clear and reflected in their excellent attitudes and relationships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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