

INSPECTION REPORT

RIPLEY CE INFANT SCHOOL

Woking/Surrey

LEA area: Surrey

Unique reference number: 125147

Headteacher: Mrs M Walker

Lead inspector: Mr D Watson

Dates of inspection: 13th – 14th September 2004

Inspection number: 267565

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	54
School address:	Wentworth Close Ripley Woking Surrey
Postcode:	GU23 6ED
Telephone number:	01483 225307
Fax number:	01483 225507
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Morrison
Date of previous inspection:	12 th July 1999

CHARACTERISTICS OF THE SCHOOL

Ripley C of E Infant School is much smaller than other primary schools. Pupils travel from several local villages to attend the school. There are 54 pupils on roll, aged between 4 and 7 years. Overall, there is broadly the same number of boys and girls, although this varies between year groups. Most pupils are from a white British heritage. There are no pupils learning English as an additional language. The proportion of pupils with learning difficulties is average; their difficulties cover a broad range of needs. Currently there are no pupils with a Statement of Special Educational Need, although in the past there have been more. Attainment on entry to the school is broadly average, although this does change from year to year. While only a few pupils are eligible for free school meals, they come from a wide range of backgrounds. Overall, the socioeconomic circumstances of many pupils are favourable.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23494	Mr D Watson	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Music The Foundation Stage
9092	Mr R Elam	Lay inspector	
31525	Mrs S O'Sullivan	Team inspector	English Science Personal, social and health education and citizenship Geography History Physical education Religious education Special educational needs English as an additional language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND	
SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** and highly effective school. The quality of teaching is very good as is the curriculum. There is a very rich provision of extracurricular activities. The school provides very good levels of care and support to all its pupils. Links with parents and the community are very good; those with other schools are good. The leadership of the school is very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in many subjects are well above those expected, and all pupils achieve very well.
- Relationships are excellent and pupils' behaviour is very good because of the very good provision for their personal development.
- The reception class provides a very good start to any child's education.
- Both the leadership and management of the school are very good in providing very clear direction and an accurate evaluation of itself.
- Teaching is very good and all pupils from 4 to 7 years of age make better than expected gains in their learning.
- Very good levels of care and supervision promote the development of happy and confident pupils who enjoy learning and achieve very well.
- A very well planned curriculum has at its heart a strong element of creativity that effectively promotes learning as fun, and encourages pupils to think for themselves.

The inspection did not find any significant weaknesses.

Improvements since the last inspection have been good. Many of the good aspects noted at the time of the last inspection have either been maintained or improved upon. Standards have improved in many subjects, as has pupil achievement. There has also been an improvement in the quality of teaching and the leadership and management of the school.

STANDARDS ACHIEVED

Achievement at the school is **very good**. Attainment on entry to the reception class is broadly average. The children currently in the reception class make good progress in each area of learning and many are likely to exceed the expected goals for their age by the end of the year. A significant achievement in the reception class is the development of happy, confident children, who have a deep joy in learning and are willing to take responsibility. All pupils, including the more able, achieve very well in Years 1 and 2, and by the end of Year 2 standards are well above the national average in reading, mathematics and science; they are above average in writing. The 2004 results and inspection evidence indicate that standards have remained well above those expected in most subjects and have improved in writing.

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2001	2002	2003	2003
Reading	A*	D	A	B
Writing	A	B	B	C
Mathematics	A*	B	A	A

Key: A - very high; 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

The trend in pupils' performance over the last few years has fluctuated enormously, due to small numbers in each year group, differences in their ability and the gender balance. However, each year group has performed at least as well as the school has expected, and often better. There has been no consistent difference between the attainment of boys and girls at the end of Year 2. Pupils with learning disabilities achieve well.

On the evidence available, standards in Year 2 in art and design, design and technology, music, physical education and information and communication technology (ICT) are above those expected, and pupils achieve well. Standards in history and geography are in line with those expected, and pupils make satisfactory progress. During the inspection, which took place early in September, there was insufficient evidence to make secure judgements about standards in religious education. Pupils' literacy, numeracy and ICT skills are good, and they are used well to support pupils' learning in other subjects.

Pupils' personal development, including their spiritual, moral, social, and cultural development, is **very good**. Throughout the school, pupils' attitudes, values, and behaviour are very good. Their relationships with each other are excellent. Both attendance and punctuality are very good.

QUALITY OF EDUCATION

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

Overall, the quality of teaching and learning is **very good**. Teachers have a very good knowledge of all subjects and areas of learning and a deep understanding of how pupils learn. They use their knowledge and understanding very well to create well-planned, lively and interesting lessons that motivate all pupils, build on their prior learning and develop in them a sense of curiosity and independence. Experienced and well-qualified support staff are very well deployed to support pupils in their learning, so that all pupils, including those with learning difficulties, make better than expected gains in their learning. Teamwork between adults is very close and there is a very good ratio of adults to pupils. This ensures that pupils' progress and needs are closely monitored, so that additional support can be provided when necessary. Throughout the school, assessment is good. It informs teachers' planning well and closely involves pupils so they know what they need to do to improve.

The curriculum, including that of the youngest children, is very good and exceeds statutory requirements. The range of activities that enrich the curriculum is very good. Staffing,

accommodation and resources are all very good.

The arrangements for pupils' care, welfare and health and safety are very good overall, and support pupils' learning well. The provision of support, advice, and guidance based on monitoring is very good. The involvement of pupils in the school's work through seeking, valuing, and acting on their views is also very good. Partnerships with parents and the community are very good, and those with other schools are good.

LEADERSHIP AND MANAGEMENT

Overall, the quality of leadership and management is **very good**. This includes the leadership of the headteacher, governance and the management of the school. Governors fulfil all their statutory duties well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with all that the school has to offer. They are particularly pleased with the standards that pupils achieve in the basic skills, and also in the creative aspects of the curriculum. Pupils state they are also very happy with the school, and all say that there is an adult at the school to go to if they are worried.

IMPROVEMENTS NEEDED

There are no significant areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement throughout the school is **very good**, and standards at the end of Year 2 are **well above** the national average.

Main strengths and weaknesses

- Pupils throughout the school achieve very well in reading, mathematics and science, and attain well above the expected level for their age.
- Standards in many other subjects are above those expected, especially in the more creative subjects.
- Pupils with learning difficulties make good progress.

Commentary

- 1 Pupils achieve very well. They begin school with standards that are broadly in line with those expected, and attain standards that are well above those expected for pupils at the end of Year 2.
- 2 The number of children entering reception each year is quite small. The number of boys and girls in each year group varies considerably, as does the number of children with learning difficulties. The number of children entering the reception with some pre-school experience is increasing with the establishment of the playgroup within the school. Many children in the current reception have had some pre-school experiences, so their personal and social development is above that expected. Inspection evidence indicates that most children are likely to exceed the early learning goals in their personal development, and most will exceed them in each of the other areas of learning. Taken as a whole, children achieve very well in the reception class, not only because their learning is so good across all areas of their development, but also because the adults in this class develop very happy, confident children who have a natural joy in learning.
- 3 The trend in pupils' performance over the last few years at the end of Year 2 has fluctuated, due to very small numbers in each year group and the great differences in their ability and gender. However, each year group has performed better than is normally seen.
- 4 A small cohort of 21 pupils took the national tests in 2003. Standards were well above the national average in reading, mathematics and in the teacher-assessed science results. Standards in writing were above average. The 2004 national test results and inspection evidence indicate that the very good 2003 standards in reading, mathematics, and science remain and that there has been an improvement in writing. When compared to similar schools, standards in 2003 were well above average in mathematics, above in reading and average in writing.

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

Standards in:	School results	National results
Reading	17.3 (15.0)	15.7 (15.8)
Writing	15.6 (15.1)	14.6 (14.4)
Mathematics	18.4 (17.4)	16.3 (16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

- 5 Because of the very good support they receive, pupils with learning difficulties achieve well in all subjects. Not only do they achieve the targets written in their individual education plans, but many of them also gain the expected level for their age in the national tests.
- 6 Due to very good teaching and very good levels of care and supervision, higher-attaining pupils did exceptionally well in reading, mathematics and science in 2003. In writing, fewer pupils achieved above the expected level for their age than in the other subjects, although many achieved well in relation to their prior attainment. The school correctly identified this as a key priority, and has introduced several initiatives to raise standards. In this they have been successful. The 2004 results, as well as inspection evidence, indicate that in writing more pupils are now performing above the expected level for their age than they did in 2003.
- 7 School records indicate that within each year, the achievement of both boys and girls was at least good. Although there have been differences in the overall standards attained by boys and girls in the last few years, this has been due to the significant differences in the number of boys and girls in each year group.
- 8 Inspection evidence shows that, following the school's drive to promote creativity within the curriculum, standards in art and design, design and technology, music and physical education are above those expected, and pupils achieve well. Standards in many of these subjects have improved since the last inspection. This is, in part, because teachers clearly identify the skills that pupils are to learn in these subjects. However, this is not always true in other subjects. As a consequence, standards in history and geography are in line with those expected, as they were at the time of the last inspection, and pupils achieve satisfactorily. Due to the frequent use of computers, standards in information and communication technology have improved in recent years and are above those expected, and all pupils achieve well. Standards in religious education could not be securely judged due to a lack of evidence.
- 9 Pupils' numeracy and literacy skills are good, and effectively support their learning in other subjects. Pupils' skills in information and communication technology are also well developed and are used well to support their learning in other subjects.

Pupils' attitudes, values and other personal qualities

Throughout the school, pupils' attitudes, values and behaviour are **very good**. Their relationships with each other are **excellent**. Pupils' spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- Relationships are excellent.
- Pupils' behaviour is very good, as is their interest in their work and school life.
- Attendance and punctuality are very good.

Commentary

- 10 The excellent relationships noted at the time of the last inspection have been maintained. They make a valuable contribution towards pupils' achievement. Pupils are very kind and thoughtful towards each other and are eager to help one another. Pupils benefit greatly from their friends' support, both socially and academically. A Year 2 pupil highlighted the overall supportive ethos of the school by pointing out that naughty children should not simply be ignored, as they would not then have anyone to play with.
- 11 Pupils' social and moral development is very good, as it was at the time of the last inspection. All staff ensure that pupils and children in the reception class understand clearly the difference between right and wrong. The school has high expectations of good behaviour, and pupils respond very well. They behave extremely well during lessons and in the playground. There have been no exclusions in the last year and pupils are free of oppressive behaviour such as bullying. Pupils, including those with learning difficulties, and children in the reception class, thoroughly enjoy coming to school, and show a great interest and high levels of confidence during activities. They relate well to adults and are polite, courteous and friendly, listening attentively to teachers and being willing to contribute their ideas to discussions. All pupils are heavily involved in school life. Many are involved in after school clubs and activities, and especially in the school pantomime, an event that is now in its 30th year. Part of the school's ethos is that pupils should take responsibility for themselves. This is very evident in lessons, where pupils are encouraged to think for themselves, collect resources and clear up after themselves.
- 12 Pupils' spiritual development, as at the time of the last inspection, is very good. Assemblies are very well organised and actively encourage pupils to think of others' feelings and beliefs. A central theme at the school is the development of pupils' confidence and self-esteem. This is extremely well done throughout the school by the gentle praise they receive from the very good role models provided by the staff. In assemblies and class discussions, pupils are taught to think about the effect of their actions on others and to respect others' views. This is further strengthened in weekly whole-school discussions that focus on issues such as responsibility, care and friendship.
- 13 Pupils' cultural development is good. An interesting variety of yearly events, such as maypole dancing, visits and visitors, especially theatre groups, and the study of diverse religions, give pupils a clear idea of their own and others' cultural traditions. Music at the beginning and end of assemblies raises pupils' awareness further, as does the study of artists from other countries. However, opportunities for pupils to become aware of the diversity of modern British society are not as well developed.
- 14 The table below shows the attendance figures for the school. The level of attendance has maintained its high level since the last inspection. Parents understand the importance of regular attendance and rarely take holidays in term time. The very good arrangements in the morning to welcome pupils (and parents) result in the great majority being in school before the formal start time, enabling a prompt start to the day.

Attendance

Attendance in the latest complete reporting year [%]

Authorised absence		Unauthorised absence	
School data:	3.9	School data:	0.0
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The quality of teaching is **very good**; assessment is **good**. The curriculum is **very good**. The accommodation and resources that support the curriculum are **very good** and are used extremely well. The school makes **very good** provision for pupils' care, welfare, health, and safety. Links with parents are **very good**.

Teaching and learning

Teaching is **very good**, and, as a result, pupils learn **very well**. Assessment is **good**.

Main strengths and weaknesses

- Teachers have a very good knowledge of the subjects and areas of learning that they teach.
- Teachers are very skilled at providing stimulating and well-structured activities.
- Teaching assistants are very well deployed.
- Teachers have a deep knowledge and understanding of each individual pupil.

Commentary

- 15 Overall, the quality of teaching is very good. Only a few lessons were observed during the inspection and all of these, including those in the reception class, were either very good or good. In all these lessons, pupils achieved either well or very well. Further evidence gained from the inspection, such as teachers' planning and the school's own monitoring of teaching, supports this judgement. There has been a good improvement in the quality of teaching since the last inspection, when it was judged to be good.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	8	0	0	0	0

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

- 16 Teachers have a very good knowledge of the subjects and areas of learning that they teach and how to teach them. This is particularly true in English, mathematics and science. Lessons are planned thoroughly, with careful attention paid to ensuring that pupils' needs are very well met. Pupils, therefore, build well upon their prior learning. A wide variety of teaching strategies and tasks is used, which successfully engages and motivates pupils. Good use is made of pupils working in pairs to help cement pupils' personal development and enhance the caring atmosphere in the school. Due to the teachers' caring attitudes, and the good ratio of teachers to pupils, relationships are excellent. A high level of trust gives the pupils confidence and encouragement to learn.
- 17 All adults – teachers and teaching assistants – are well organised and prepared. The wide range of purposeful activities ensures that lessons have a good pace and engage pupils very well. This is strongly supported by the very good deployment of the well-qualified and highly experienced teaching assistants. The very good interventions offered by teachers or assistants to either individuals or small groups of pupils are very effective in promoting good learning. This is particularly true of pupils with learning difficulties. Like the teachers, teaching assistants use questions very well. Their calm and deliberate approach encourages pupils very well to think, and gives them the confidence to be independent and explain their own answers. As a consequence, all pupils are included in every stage of the lesson and their developing confidence is visible for all to see.
- 18 Teachers assess pupils' work thoroughly when they mark it. Encouraging written comments are often made, and in discussion, guidance is invariably given on how to improve. Pupils are aware of the areas in which they need to improve. There are good systems for assessing pupils' achievement in most subjects, including English, mathematics and science. Teachers monitor pupils' progress well and, therefore, know their level of work and how to support them. However, in a few subjects, such as geography, teachers do not identify the skills against which pupils are being assessed. There are thorough and regular assessments of children in the reception class in all areas of their learning. This is used well to inform future planning. The most significant aspect of assessment is the knowledge that all adults have about each pupil. This is extensive and freely shared so that all adults are able to support a pupil on a very individual basis. Overall, there have been good improvements in assessment since the time of the last inspection.

The curriculum

The curriculum is **very good** and exceeds statutory requirements. The range of activities that enrich the curriculum is **very good**. Staffing, accommodation and resources are all **very good**.

Main strengths and weaknesses

- The curriculum is imaginatively designed to promote pupils' good achievement, creativity and enjoyment.
- The very good pupil-adult ratio is a significant factor in the school's ability to provide a very good level of education to all.
- Personal development is promoted very well.
- There are good opportunities for pupils to take part in a wide range of extracurricular activities, including the arts.

- Accommodation is very good, both indoors and outside, and provides a wonderful learning environment.

Commentary

- 19 The school has useful policies for all subjects, and has adapted widely used schemes of work to suit its particular circumstances and to attempt to fulfil its published aims. This has suitably addressed the issues noted at the time of the last inspection. Pupils cover the full National Curriculum and the locally agreed syllabus for religious education; French is also taught for short periods of time each week. The curriculum in the reception class is very good and is based on the teacher's in-depth knowledge of how children learn. Many of the good reception class practices, such as the use of role play, are purposefully and effectively used in Year 1 to promote continued good learning as pupils move from one stage of their education to another.
- 20 The school focuses significant amounts of time and energy on developing pupils' knowledge and skills in English and mathematics through daily lessons. This has led to the achievement of high standards that are well above average. However, the specific skills to be taught to pupils are not always made explicit in teachers' planning in a few subjects, such as history or geography. This slows pupils' learning in these subjects and makes reviewing the effectiveness of these subjects more difficult.
- 21 There is a very good ratio of adults to pupils. There are, therefore, very good levels of supervision and support that ensure that all pupils have the same opportunity to be involved in all aspects of the curriculum. Staffing is well matched to the needs of the curriculum and the deployment and support provided by both teaching assistants and lunch-time supervisors is very good.
- 22 The school is highly aware of the pupils with learning difficulties. Teachers' planning for literacy and numeracy lessons includes specific tasks for these pupils. Pupils work in small groups at appropriate levels and receive good support from their friends, their teachers and the teaching assistants. Individual education plans are reviewed regularly, but some of the short-term targets lack the detail that would make them more measurable.
- 23 Provision for personal and social education is very good. A well-structured programme, delivered through regular class discussions and combined with high expectations by adults, enables pupils to develop these skills well. There is a very good ethos of mutual respect and thoughtfulness that permeates the school and ensures that pupils are happy and confident.
- 24 Considering the size of the school, there is a good variety of extracurricular and after-school clubs that are well attended. Pupils are enthusiastic about these and the educational visits that enrich their understanding and enhance their enjoyment of school. Pupils also learn from the contribution of visitors to the school, including the Fire Brigade and theatre groups. Pupils' involvement in the performing arts is great. This is not purely focused on the annual pantomime, but also on the regular plays and performances that they put on for the rest of the school.
- 25 The school's accommodation is very good and staff make very good use of its facilities, including the swimming pool in summer. There is ample space for grass and hard surface play as well as a pond, bird tables, and a wild flower area. Resources to support the curriculum are very good and allow the frequent use of computers and the numerous activities to be planned at any one time.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are **very good** overall and support pupils' learning well. The provision of support, advice and guidance based on monitoring is **very good**. The involvement of pupils in the school's work through seeking, valuing, and acting on their views is also **very good**.

Main strengths and weaknesses

- Pupils trust the teachers and other staff, and know there is always someone to whom they can turn.
- The school effectively monitors and guides pupils' academic progress and personal development.
- The school has effective procedures for ensuring a healthy and safe environment.
- The school provides a wide variety of opportunities for pupils to express opinions about life in the school.

Commentary

- 26 As at the time of the last inspection, staff show a great deal of concern for the needs of the pupils and provide very good role models to encourage development. Parents are pleased with the level of support in the school, seeing it as a very caring community where staff are approachable if there are any problems. In particular, parents agreed that their children are very well supported when they first come into the reception class. This is because of the good links with the pre-school providers both within the school itself and outside. Pupils consider that the staff support them very well and they know whom to go to if they need help. They also consider that the teachers listen well to their ideas, both in lessons and in class discussions. Pupils have a very good opportunity to influence what the school provides, with the whole school meeting each week to discuss different issues in groups before reporting back to the whole school.
- 27 The monitoring of pupils' academic performance has improved since the last inspection. Detailed records are kept of pupils' performance in all subjects. This is in the form of individual or class records; by the practice of pupils taking their books with them when they move class; and also through the pieces of work chosen by pupils to go into their 'Achievement Book'. These systems work well and are very well supported by the very good adult to pupil ratio. Adults know all the pupils very well, and their individual needs are regularly discussed in detail. Because of this and the small class sizes, pupils' needs are very well met.
- 28 The teachers actively help pupils to improve their personal development in a variety of ways. For example, by rewarding them with praise and certificates, they raise their self-esteem. Through organising many group activities, both in class and at playtime, teachers and other adults in the school encourage pupils to work together. However, although pupils' personal development is well supported, their needs are not always formally recorded.
- 29 The governors are actively involved in health and safety, with one of their number having considerable experience in such matters. With the staff, he rigorously monitors the different areas of the school. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science and design and technology, and of potential dangers outside the school, such as the use of electricity in the home. The school follows the local procedures for child protection, and staff have received

guidance on how to deal with any concerns that may arise. The arrangements for first-aid are very good, with several trained staff, records kept of treatment, and parents notified if children bump their heads. The provision for pupils' care, welfare and health and safety has improved since the last inspection.

Partnership with parents, other schools and the community

Partnerships with parents and the community are **very good** and those with other schools are **good**.

Main strengths and weaknesses

- Parents are very supportive of the school and value highly what it has to offer.
- There is an effective partnership between home and school that makes a positive contribution to pupils' learning.
- There are strong links with both the local and wider community.

Commentary

- 30 The results of the parents' questionnaires showed that parents have very positive views about all aspects of the school. The parents who attended the pre-inspection meeting confirmed this. Parents are very supportive of the school. They frequently help during lessons and accompany pupils on trips. The very active parents' association is highly effective in raising funds. Its support in the last year has helped to refurbish the much-loved outdoor swimming pool, as well as providing many other additional resources.
- 31 The partnership between home and school is very good. Parents feel very comfortable about coming into the school at the start of the day, and feel relaxed about talking to staff. Parents receive a great deal of useful information about the school, what their children are learning, and how they can help them at home. Annual reports are of a very high quality and include targets set by the pupil and the teacher. The school regularly seeks the views of parents on specific issues, but does not do so systematically, so that it is difficult to make comparisons of their views over time.
- 32 There are good links between Ripley and other local schools. In an attempt to overcome its small school status, it attempts to build links with other schools that help strengthen its provision. For example, there are joint meetings to discuss transition between the infant and junior stages, shared training for first aid for teaching assistants and workshops for curriculum development. The school plays a central part in the life of the local community. It provides a venue for evening classes and pre-school facilities, and this provides substantial additions to the school's budget. Members of the community are active members of the school. They give additional adult support to hear readers, as well as providing members to the governing body. Since the last inspection, this has helped strengthen the governing body and improve its decision-making processes. There are very close ties with the local church, but the most significant feature of the community links is the annual pantomime. The pupils perform it several times in a week to an audience that runs into thousands.

LEADERSHIP AND MANAGEMENT

Overall, the quality of leadership and management is **very good**. This includes the leadership of the headteacher, governance and the management of the school.

Main strengths and weaknesses

- The headteacher has a very clear vision, a sense of purpose and high aspirations.
- The excellent teamwork of all staff is a significant strength of the school.
- Many of the management systems are very well planned and appropriate to a small school.
- The governors are highly effective and make significant contributions to the leadership of the school.
- The school uses the resources available to it very well to further its educational aims.

Commentary

- 33 The headteacher is central to the success of the school. She inspires the entire school community with her commitment to the pupils and her vision of how the school can foster responsibility and a love of learning through providing a rich and successful experience for all, whatever their background, capability or gender. The successful communication of this has heightened the expectations of all concerned, providing a clear direction for the work of the school. The headteacher leads by good example – she is a teaching head. She has an in-depth knowledge of National Curriculum subjects and religious education, and an understanding of how they can be delivered in a way that successfully promotes pupils' achievement through the development of skills, as well as through creativity and independence. Many of her ideas, and that of her team, are innovative, often pre-empting many national initiatives, such as raising achievement through linking subjects together.
- 34 There is an embedded commitment at the school to corporate responsibility and teamwork that ensures a consistency in teaching and other aspects of practice. Although all subjects have a co-ordinator, the school concentrates on subjects or areas of learning as they appear on the school improvement plan. There is an acceptance and enthusiasm that everyone has a part to play in school improvement. The headteacher is very adept at developing individuals' commitment and skills so that all aspects of practice are undertaken with great professionalism. There is, therefore, a strong culture of reflection and evaluation of the school and its assessment data, especially on the part of the headteacher. This has helped create a good school improvement plan that gives a strategic view of the school's development as well as focusing on raising achievement.
- 35 Performance management systems, through which the quality of teaching and learning are monitored, are very secure. There is a well-established system, which includes the governing body, which monitors and regularly reviews the school improvement plan and how well the school is doing. This has provided the school with an accurate view of how effective it is. Many of the processes currently used to monitor the quality of teaching or pupil achievement are systematic and thorough. However, other aspects, such as links with parents and the curriculum, are not as structured or as systematic, and it is therefore more difficult to obtain a very accurate view of these aspects of the school on a year-by-year basis. The system, however, is thorough, and has helped to raise achievement and improve the quality of education at the school. Current issues, such as the ongoing focus on writing, are well identified in the current school

improvement plan. Overall, this plan is good, but some of the issues, such as improving assessment, are not as sharply focused as other areas. This makes them harder to evaluate than other areas that have more specific timescales, success criteria, or in which those identified to monitor the work are made more explicit.

- 36 The school receives a substantial amount of money from lettings and the Parents Association. This adds considerably to the school's ability to provide a quality education. All the money the school receives is used well to further its educational aims. The potential impact on pupils is at the centre of all financial decisions, and the school seeks best value for money in its spending. The large sum being carried forward is intended to safeguard the staffing levels, which have allowed the good ratios of adults to pupils in single-aged classes. This includes teaching assistants, an invaluable group that the governors have correctly identified as extremely valuable in raising achievement since the last inspection. The anticipated carry-forward at the end of the current financial year is 7 per cent. Although, as a small school, costs are very high, given the effectiveness of its work, the school nevertheless provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	270 719	Balance from previous year	25 174
Total expenditure	258 474	Balance carried forward to the next	37 149
Expenditure per pupil	4 103		

- 37 The governing body is very effective in supporting the school in its work. There are very good relationships between the school and the governors. The governors have a deep understanding of the school's educational aims. This, their detailed approach to monitoring the school, and their open and frank meetings, provide the school with a great deal of support. The governors themselves also have a thorough knowledge of the school's strengths and areas for development, and can explain in detail what the school has done and is doing to improve. The governors are being particularly effective in helping to formulate the school's strategic development in arguing for it to become a primary school. The governing body fulfils all of its statutory duties well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The reception class provides a **very good** level of education. This is a good improvement upon the findings of the last inspection, where the Foundation Stage provision was judged to be good. Attainment on entry to reception varies slightly from year to year, but is broadly average. For the current year group, children's personal development is better than expected. All children achieve **well** in each area of learning, and many are likely to exceed the expected goals for their age at the end of reception. The great successes of the very good provision in the reception class include not only good achievement in all areas of learning, but also the breadth and depth of learning that children receive along with the love of school and the desire to learn that is nurtured within them. These solid foundations enable them to achieve very well further up the school. Teaching is very good in all areas of learning. Strong teamwork and clear directions give good support to all children, including those with learning difficulties. The stimulating and imaginative curriculum makes children want to learn and try new experiences. Because of the careful recording and monitoring of children's progress and the very good knowledge that all adults have of each child, aided enormously by the very good child-adult ratio, each child's needs and the next step in their learning are well planned. All staff take every opportunity to involve parents and carers in their children's development. This partnership has a positive effect on children's learning, and is greatly valued by parents, as are the very good induction arrangements. The accommodation, indoor and outdoors, and the learning resources are very good and provide children with stimulating and interesting learning areas. The leadership and management of the Foundation Stage are very good. The co-ordinator's vision to nurture the unique qualities of each child provides a shining example for her colleagues and the children in her care.

Personal, social, and emotional development

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

Main strengths and weaknesses

- Children achieve well because of the consistently high quality of teaching and support.
- Very good relationships give children security, self-confidence and independence.

Commentary

- 38 The consistency of support for children in the reception class ensures they have a very secure base for developing their social skills. The very good teaching ensures all children make good gains in their learning and achieve well. Staff work hard to increase children's self-awareness, independence and patience in sharing equipment and taking turns to answer questions. The very good role models that all adults provide, and the patient direction that they give, ensure that each child quickly understands what is expected and settles to new routines. Children are very happy at school; they leave their parents/carers happily and relate well to one another. Calm and sensitive teaching ensures they become secure and develop trust in adults so that they make good gains in all areas of their learning and, in addition, take a real joy in learning. Therefore, by the end of reception, most children are likely to exceed the goals expected of them.

Communication, language, and literacy

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

Main strengths and weaknesses

- All children achieve well because all adults put a strong focus on improving communication skills.
- Consistently good quality teaching and learning ensure children develop their reading and writing skills.

Commentary

39 Because of good planning and in-depth knowledge of each child's needs, all children achieve well in this area of learning. Adults work very closely together to ensure children learn to listen carefully to adults and each other. They quickly learn to listen and follow instructions accurately. Time is regularly set aside for children to develop their speaking skills, and all their contributions are equally valued. Many talk eagerly and can sustain a conversation due to the very good interactions that they have with the adults in their class. Regular storytelling sessions encourage their interest in books. Traditional tales, such as 'Jack and the Beanstalk', are often used very well as the basis for many activities that cover all areas of learning. This reinforces even further the children's interest in stories. In addition, each child is regularly heard read in school and by its parents each evening. This practice is very effectively monitored and supported by the teaching assistant. Children are, therefore, interested in books and are learning their key words and strategies to help them read and understand. Although few children can currently form their letters clearly, many children understand that writing conveys meaning. This is skilfully developed by encouraging them to 'write' about themes and events that are meaningful to their young lives, and by the direct teaching of specific skills, such as holding a pencil. As part of the whole-school effort to raise achievement in writing, new initiatives in the teaching of writing have recently been introduced and are beginning to have an effect. Consistent encouragement ensures that children build well on these early skills as they move through the reception classes so, although writing may not be their strongest skill, by the age of five, they have developed a confidence and a joy in writing. Many children in the reception class are likely to exceed the expected goals for their age in reading and writing.

Mathematical development

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

Main strengths and weaknesses

- Children achieve well because of the emphasis on practical learning.
- All adults ensure children use their mathematical skills across other areas of learning.

Commentary

40 Teaching in this area of development is very good and all children achieve well. The great range of games, songs and activities that it involves provides a very good balance between independent learning and direct teachings. This engages children in their learning well, and the teacher's own lively, enthusiastic and sometimes humorous manner is both infectious and inspiring. This motivates children to increase their skills

in recognising and using numbers, being able to compare different lengths and identifying containers that are full or half-full when playing in the sand area outside. The effective support for all children ensures that they achieve well in all aspects of their mathematical development. By the time they leave the reception classes, many are likely to exceed the expected goals in this area of learning.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Adults ensure children have plenty of opportunities to investigate and ask questions.
- The very good accommodation and resources support children's learning well.

Commentary

- 41 Very good teaching and learning increase children's knowledge of the world around them. Children are regularly taken out into the immediate local area, and make very effective use of the school grounds. Because of the teacher's very good subject knowledge and a deep understanding of how young children learn, numerous activities are available in the classroom which extend each child's learning well. Adults encourage children to ask questions, explain their reasons, and make predictions. As a consequence, during the inspection, children were able to sort a set of toys in a variety of ways, depending on their shape or the materials used to make them. The interesting work stimulates and motivates children to learn and try new things. Frequent visitors, such as theatre groups, enrich this aspect of children's learning and the careful choice of stories often complements it further. For example, the enigmatic retelling of a well-known story about an elephant heightened the children's appreciation that they are all special. Due to good parental support, children have regular opportunities to use the computer and develop their mouse control. Children achieve well in this area of learning, and by the end of reception, it is likely that most children will exceed the expected goals for their age.

Physical development

Provision is **very good**.

Main strengths and weaknesses

- Adults make effective use of the indoor and outdoor spaces to develop children's physical skills and awareness of space.
- Children have regular use of small tools to develop their control and co-ordination.

Commentary

- 42 Because of very good quality teaching and learning, all children achieve well and many are likely to exceed the expected goals for their age at the end of reception. Regular lessons in the hall ensure children increase their skills in using and controlling their bodies. Children have an increasing awareness of space and how to use it without bumping into each other. They listen well to instructions and can skip, hop and jump at a level appropriate to their age. Easy access to a well-equipped outside area results in children becoming increasingly competent in their ability to steer wheeled vehicles

around objects. Within the classroom, the children's ability to use tools, such as scissors, is well developed by the many opportunities provided for them to make models, such as Snow White's cottage, or to paint.

Creative development

Provision is **very good**.

Main strengths and weaknesses

- Children achieve well because of the very good range of activities provided.
- All adults ensure children build on and increase their imagination, skills and techniques.

Commentary

- 43 As in the rest of the school, children's creative development is given a high priority. Visits to places such as the National Gallery, and visitors all contribute very well to this area of learning. In addition, high quality teaching and learning ensure that children begin to develop their imagination very effectively. The very good provision of imaginative areas that are regularly planned for and changed involves both boys and girls, and increases their thinking, speaking, and co-operative skills. For example, children enjoyed dressing up and becoming soldiers or being in the land of the giants. Skilful teaching enables all children to learn to mix and use paint to create pictures and patterns, and use materials to make collages and Easter bonnets. Due to the support given by parents, children regularly cook, for example making 'bear biscuits', and thoroughly enjoy the experience. Children practise their singing skills in a range of rhymes and songs in lessons, and planning also indicates that they have specific music sessions. Children achieve well in this area of learning and many are likely to exceed expectations by the end of reception.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in reading, speaking and listening are well above average.
- The quality of teaching is very good.
- Standards in writing are above average.

Commentary

- 44 Standards in the national tests of 2003 for pupils at the end of Year 2 were well above average in reading, and above average in writing. In relation to their prior attainment, all pupils achieve well in both reading and writing, including pupils with learning difficulties. However, in 2003, more able pupils did not attain the same high standards in writing as they did in reading and other subjects. The school, therefore, correctly made writing a focus of school improvement. The 2004 test results and inspection evidence indicate that the good achievement and high standards have been maintained in reading and

there has been an improvement in writing, with more pupils attaining standards above those expected for their age. As standards at the time of the previous inspection were above average there have been good improvements.

- 45 Pupils achieve well in reading and writing because of very good teaching. Teachers are very skilled at providing stimulating, well-structured activities which allow pupils to express their ideas in class discussion and which engage their enthusiasm. In the Year 2 lesson seen, pupils learned how to sequence ideas by putting the instructions for making birdseed cake into the right order, and then writing them in full sentences. They recalled their previous work very well and enjoyed using photographs of themselves at work as a reference. In the past year, the school has focused on improving pupils' writing skills, with some success. Pupils write interesting and imaginative stories with increasingly legible and confident handwriting, but spelling, even of familiar words, is often weak. The teaching of reading is very effective, in part because pupils' progress is regularly monitored and thoroughly tracked by teachers and teaching assistants. School records also indicate that a great many parents regularly listen to their children read at home. This is also supported in school with volunteers from the community listening to pupils read. Pupils with learning difficulties make good progress because they receive good support from teachers and teaching assistants, which is closely matched to their needs.
- 46 Leadership and management of English are good. All teachers work closely together in planning and assessing pupils' progress. Resources are very good and are well used.

Language and literacy across the curriculum

- 47 The school's curriculum draws together many aspects of pupils' learning through topic work, and pupils have many opportunities to use their language and literacy skills. Pupils are confident in reading and writing in different contexts and take pride in the presentation of their work. They often research their topics that may deal with science, history, or art, and then create their own little books.

MATHEMATICS

The quality of provision is **very good**.

Main strengths and weaknesses

- Standards are well above the national average and all pupils achieve very well.
- Very good teaching promotes very good learning.
- An in-depth knowledge of pupils' abilities ensures that their needs are very well met.

Commentary

- 48 Standards in the 2003 national tests for pupils at the end of Year 2 were well above the national average. Inspection findings, as well as the results of the 2004 national tests indicate that they remain at a similar level. Since the last inspection, there has been a good improvement in provision, and standards have risen. In relation to their prior attainment, all pupils, including those with learning difficulties and the more able, achieve very well. Over the last few years there has been a difference in the performance of boys and girls. School data shows that all pupils achieve well. The

significant difference in the number of boys and girls in each year group accounts for the difference in overall performance.

- 49 Teaching and learning are very good. Teachers have a very good knowledge of the subject and how to teach it. Their lessons are well planned, have a clear structure and succinctly build upon pupils' prior learning. Teachers regularly adapt their plans in the light of their accurate assessments of pupils' learning and evaluations of their own teaching. Teaching assistants are deployed very effectively at every stage of a lesson and make a significant contribution to pupils' learning. All adults, including the teaching assistants, have a very calm and patient manner when explaining new and sometimes difficult concepts. Due to a very good adult-pupil ratio, individual pupils are very closely monitored and supervised. This in-depth knowledge of each individual is complemented well by a series of formal assessments that are used to guide teachers' planning.
- 50 Pupils are closely involved in their own learning as teachers give them frequent feedback, both written and oral, on how they are doing and what they need to do to improve. At an hour long, mathematics lessons are longer than normally seen. However, due to very good teaching and very good attitudes and behaviour, these lessons are very productive. Teachers use numerous resources and activities to maintain the pace of pupils' learning and their interest.
- 51 The subject is well led and managed. The co-ordinator provides a very good role model, and the shared commitment amongst all staff to raise pupils' achievement provides the subject with a high profile. The very close teamwork amongst all adults ensures that practices and performance are always evaluated to look for improvement.

Mathematics across the curriculum

- 52 Following the school's approach to linking subjects and promoting the use of the basic skills in other subjects, pupils make good use of their mathematical skills in other subjects. This is particularly evident in the many practical activities in science and in the making of models in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- All pupils achieve very well and standards are well above average.
- Teaching is consistently very good.
- Learning through investigation is a strength of the teaching.

Commentary

- 53 In 2003, teacher-assessed science results were well above the national average. Inspection findings, and the reported results for 2004, indicate that these very good standards have been maintained, and are similar to those noted at the time of the last inspection. Therefore, improvements since the last inspection have been satisfactory. All pupils, including those with learning difficulties, and the more able, achieve very well in relation to their prior attainment.

- 54 The teaching of science is very good. Teachers plan carefully to cover all aspects of the science curriculum, with particular emphasis on life and living things. Pupils make considerable gains in their learning because the extensive amount of practical work is central to the teaching of science throughout the school, and teachers use an approach that enables pupils to take responsibility for their own learning. Because of this, pupils develop very good observational skills and an understanding of how to carry out experiments and form hypotheses. In a Year 1 science lesson, a variety of well-organised activities, in which pupils independently smelled various substances and touched various materials, promoted their awareness of their senses very well. Pupils respond to this stimulating teaching with interest and enthusiasm. Pupils were very well monitored by both the teacher and teaching assistant. Both asked questions that encouraged pupils to think, and ensured that all remained focused on the task. Because of this, all pupils were very involved, productive and made good gains in their understanding of what constitutes a fair test. An analysis of pupils' work shows that their good literacy and numeracy skills support them well in the recording of their work, as they regularly produce lists, explanations, and graphs. Teachers and teaching assistants work closely together and know pupils well. They monitor pupils' progress regularly and respond very well to individual needs.
- 55 Leadership and management of science are good. The systems used to monitor and evaluate the subject are good. The accommodation and resources are very good. Teachers make good use of the school grounds to investigate plants and how they grow, pond and bird life, and how to care for the environment.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 56 Information and communication technology (ICT) was not being taught during the two days of the inspection, and therefore no judgement can be made on the quality of the provision.
- 57 However, a discussion with pupils and an analysis of pupils' work and teachers' planning indicates that standards are above those expected, and pupils achieve well. This is an improvement on the findings of the last inspection. Pupils have a good knowledge of the basic components of computers, and could describe the benefits of computers and how ICT has been used at home. Their ability to use computers for research, and share information (either in terms of graphics or text) is good. A good range of equipment in the school enables pupils to have regular access to ICT; many could remember using the digital camera in their work. The close teamwork amongst the staff has both promoted the use of ICT within the school and also developed staff confidence and expertise.

Information and communication technology across the curriculum

- 58 The development and use of ICT skills across the curriculum is carefully planned and often linked to the teaching of other subjects. For example, labelling and classifying is linked to a science topic on the human body.

HUMANITIES

- 59 As no **geography** was being taught during the two-day inspection, and only part of a **history** lesson was observed, no overall judgement about the provision in either subject can be made. However, an analysis of pupils' work, teachers' planning, and a discussion with both teachers and pupils indicate that standards in both subjects in Year 2 are in line with those expected, and all pupils achieve satisfactorily. This is similar to the findings reported at the previous inspection.
- 60 Leadership and management of both subjects are good and are firmly based on the success of teachers working as a team. By doing this, the school has addressed the issues raised at the time of the last inspection, and has developed an interesting curriculum based on topics suggested in recently produced national guidance. This provides a framework that they have adapted well and enhanced by the good use of the school site and the local community to bring both subjects alive. In the one good history lesson observed, the teacher combined history and art objectives in a practical activity, looking at photographs and houses in the locality. Some pupils had to sketch houses from different historical periods and others walked around the village and identified different features of buildings and whether they were new, old, or very old.
- 61 However, inspection evidence indicates that the specific geographical or historical skills to be taught are not always explicitly identified in teachers' planning. Although records of pupils' progress are adequate, inconsistencies in identifying specific skills makes it more difficult to assess pupils' progress or identify what they need to do next.
- 62 No overall judgement about the provision in **religious education** can be made, as no lessons in this subject were being taught during the inspection. Discussions with staff and an analysis of their plans and records did provide some information on which to gain a brief insight into the subject. However, much work in religious education is based on oral work in an infant school, and the inspection took place very early in the autumn term. Thus, the very young pupils in Year 2 did not provide sufficient information during discussions with the inspectors to enable them to make secure judgements about standards or achievement.
- 63 Inspection evidence shows that teachers' planning and the scheme of work provided by the local education authority meet the requirements of the locally agreed syllabus well. In Years 1 and 2, pupils consider aspects of Christianity such as the Christmas and Easter stories and the importance of the Bible to Christians. Pupils are also introduced to Judaism and Islam. The school has very good links with the local church and community. Pupils share the life of the church by attending special services and singing carols at the carol service. Assemblies provide good opportunities for pupils to join together in songs and prayer and to reflect on spiritual and moral messages.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 64 As the school has both achieved and maintained such good achievement and high standards in subjects such as reading, writing, mathematics and science, the staff and governors took the decision to develop creativity within the curriculum. Because of this, subjects such as **music, art and design** and **design and technology** all have a high profile in the school. However, no overall judgement can be made in these subjects, as only one music lesson could be observed during the two days of the inspection, and no lessons in art and design or design and technology were being taught. Inspectors held

discussions with teachers about their work, spoke to parents and pupils, and examined pupils' work, teachers' planning and school records and policies.

- 65 From the evidence provided, standards in Year 2 in music, art and design, and design and technology are above those expected and all pupils, including those with learning difficulties, achieve well. In discussion, pupils expressed a real interest in these subjects. The school is, therefore, successfully fulfilling its vision of extending good achievement across the curriculum whilst also developing a sense of joy and responsibility. Standards have improved well in art and design and in design and technology since the last inspection. There was no judgement made about music in the previous inspection.
- 66 Improved standards are due to good leadership and management and the commitment of all adults to raising pupils' achievement while fulfilling the school's vision. Although each of these subjects has a named co-ordinator, the school has sensibly realised that it is not possible in a small school to monitor and develop each subject simultaneously. However, when a subject is under review, its position is elevated. In recent years, these subjects have been strengthened by the use of nationally published guidance on the teaching of these subjects. These have successfully been adapted into the whole-school approach of linking subjects through topics. Teachers' planning clearly indicates what specific skill is to be taught in each activity.
- 67 In **art and design**, pupils' learning experiences are enriched by a number of visits and visitors. The most notable of these is the whole school visit to the National Gallery that forms the basis for a lot of work, especially the study of famous artists, such as Pablo Picasso. Teachers' planning and photographic evidence indicate that a wide range of activities is planned for pupils so that they experience many different materials and media. Although no whole-class teaching of art was observed during the inspection, a small group of pupils carefully used a mirror to study their faces, and then with a good level of knowledge and expertise mixed colours and painted the image that they had seen. Due to the very close supervision offered by the teaching assistant, the questions that she asked and the teaching of specific skills, each pupil made good gains in their learning. It is for these reasons that the school has recently been awarded a Silver Arts Mark.
- 68 The analysis of pupils' work shows that they undertake numerous projects in **design and technology**. Many of these are closely linked to other subjects, such as making a container to hold a one-kilogram weight or a vehicle with an axle. Samples of work show that pupils have a good understanding of the whole design, and make progress. Often, their good literacy skills enable them to write about their work and evaluate the finished article. Teachers' plans show that pupils gain experience of a range of materials as well as the development of skills such as cutting, joining and designing.
- 69 There is a rich tradition of **music** at the school. Music from classical composers such as Beethoven is regularly played in class and in assemblies. Well-chosen pieces promote pupils' appreciation of music as well as contributing to their personal development. Pupils sing well in assemblies. Their rendition of well-known hymns, often from memory, is both clear and tuneful. Teachers' planning indicates that each element of the music curriculum is fully covered, although in the one lesson seen during the inspection, the focus was pitch. In this very good lesson, the teacher used musical instruments (chime bars) and a tape recorder (for jazz music) to develop pupils' ability to identify pitch, and to introduce them to simple notation.

- 70 There are regular, and often detailed, assessments of pupils' work recorded in all of these subjects. Each pupil is assessed against a key objective or a skill, but the next step in his or her learning is not always clearly identified. However, the very fact that there are so few pupils at the school greatly assists teachers in knowing their pupils very well, assessing their work, and meeting their needs, so that they all achieve well.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Standards are above those expected and all pupils achieve well.
- Teaching is good.
- Accommodation and resources for physical education are very good.

Commentary

- 71 In the two lessons observed during the inspection, standards were above those expected. The good standards noted at the time of the last inspection have been maintained. Teaching is good and all pupils, including those with learning difficulties, make better than expected gains in their learning. This is because teachers have a good understanding of how to sequence a lesson so that they continually create new challenges. Because of this, pupils in Year 2 control their bodies well when they are running, jumping and balancing. Teaching assistants are deployed well. They regularly join in activities. The good example that they provide and the gentle encouragement that they give encourages pupils to try harder and improve their performance when, for example, throwing and catching a quoit. Teachers assess pupils' achievement regularly and know well what pupils' capabilities are. Leadership and management are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 72 No separate teaching of **personal, social and health education** was seen during the inspection. However, pupils' personal, social and health development is central to the school's ethos and much of the work it does, and was, therefore, continually evident in everything that was inspected. Teachers always have high expectations of pupils' behaviour and reinforce their expectations well through quiet discussion and good role models. The school actively encourages pupils to have healthy snacks, promotes physical activity, and explains to pupils why healthy lifestyles are important. Very good examples of how the school promotes pupils' personal and social development were evident in many other well-planned activities, such as assemblies or class discussions. For example, during registration, pupils learned good healthy practice by completing a set of stretching exercises designed to 'turn their brains on'. In class discussion time, pupils learned to co-operate well through a game that involved passing a tambourine soundlessly around the circle in which they sat. In assemblies and whole school meetings, issues to do with friendship, rules and bullying are regularly discussed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

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

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	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).

