

INSPECTION REPORT

Manor Leas Infant School

Lincoln

LEA area: Lincolnshire

Unique reference number: 120438

Headteacher: Mrs June Austin

Lead inspector: Mr Andrew Matthews

Dates of inspection: 23rd to 25th May 2005

Inspection number: 268072

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 4 to 7 years
Gender of pupils: Mixed
Number on roll: 178

School address: Hykeham Road
Lincoln

Postcode: LN6 8BE

Telephone number: 01522 681810
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Appropriate authority: Governing body
Name of chair of Mrs Margaret White
governors:

Date of previous May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

With 178 pupils (83 girls and 95 boys) the school is the same size as most infant schools. The great majority of pupils come from the school's catchment area, whose socio-economic indicators are average overall. The mobility of the pupils is low, with one leaving the school and three joining other than at the normal times. The school does not provide school meals. The proportion of pupils with special educational needs is slightly below average and there are no pupils with a statement of special educational needs. All pupils are white British and none have English as an additional language. Attainment on entry to the Reception year is broadly average. The school is in the middle of a building programme to provide a new administration area as well as an ICT suite and library. There are six classes, two for each of the year groups.

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INFORMATION ABOUT THE INSPECTION TEAM

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32658	Nicky Bolton	Lay inspector	
21235	Marjorie Graham	Team inspector	English, science, history, geography, music
23566	John Iles	Team inspector	Mathematics, religious education, art and design

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Manor Leas Infant is a very effective school where pupils of all backgrounds and abilities are helped to achieve their utmost. Strong and effective leadership and management at all levels ensure the provision of a very good quality of education that caters extremely well for the pupils' all round development. The school provides excellent value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is outstanding; a committed staff and knowledgeable governors support her very well
- Teaching is very good, enabling pupils to achieve very well and attain standards that are well above average at the end of Year 2
- The school is a most harmonious community and its ethos is very strong
- Pupils are enthusiastic about their learning, extremely polite and very well behaved
- Parents are most supportive of the school, which works very effectively with the local community
- The school has very good self-evaluation systems to ensure high quality of provision

The school has successfully addressed all of the key issues raised in the last inspection report. A well considered programme of staff training has strengthened school management and many other aspects of educational provision. Governors have a far better oversight of the work of the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			similar schools
	2002	2003	2004	2004
Reading	A	A	A	A*
Writing	A	A	A*	A*
Mathematics	B	A	A	A

Key: A- very high; A – well above average; B – above average; C – average; D – below average; E – well below average*

Attainment on entry to the school is average overall. Children in the Foundation Stage make good progress and achieve well in all areas of learning and many are set to exceed the expected standards at the end of the reception year. In the 2004 national tests, Year 2 pupils' results were in the top five percent in reading and writing when compared to similar schools. The present Year 2 pupils' attainment is well above average in speaking and listening, reading, writing, mathematics, religious education, information and communication technology (ICT) and art and design. In all other subjects inspected pupils make at least good progress and achieve above average standards. Pupils with special educational needs and gifted and talented pupils achieve very well because of the very good support they receive. **Overall pupils' achievement is very good.**

Pupils throughout the school have very positive attitudes to school and behave very well. There is a very good sense of togetherness in the school and relationships are strong. Pupils trust staff, are very well supported and have very good relationships with other pupils and adults. Attendance is well above average. **The pupils' personal development is very good because their spiritual, moral, social and cultural development is very carefully planned.**

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching and learning are also very good overall, being good in the Foundation Stage and very good in Years 1 and 2. As a result, pupils achieve very well, particularly in reading, writing and mathematics. Teaching assistants make a significant contribution to the pupils' learning, especially those with special

educational needs. Pupils' work is assessed carefully and information used effectively to plan their future learning. Pupils are very keen learners and apply themselves very well because the curriculum is very good and enhanced by a stimulating range of visits and after school clubs. The school's resources have improved significantly since the last inspection and are now good. The school is at present having extensive building work to create a larger library and computer suite. The computer provision has already improved and computers are now used particularly well to extend pupils' learning in other subjects. There is a very good partnership with parents that enables them to make an excellent contribution to their children's learning both at home and at school. There are very good links with the community and the school have built strong educational links with local schools. A very good level of care is provided for pupils, enabling them to feel very secure and confident.

LEADERSHIP AND MANAGEMENT

The headteacher provides excellent leadership and has been instrumental in enriching pupils' personal and educational opportunities. She has the highest aspirations for the school, a very clear vision of what needs to be done and works unstintingly to improve the school's provision. **Leadership and management are very good.** Rigorous monitoring by the very effective subject co-ordinators ensures the school's provision is constantly being adapted to meet the needs of the pupils. Excellent induction helps new staff to become very effective teachers and very high quality in-service training has successfully developed the expertise of teachers and teaching assistants, so that key objectives in the school improvement plan can be successfully met. Despite its very good provision, the school's commitment to constant evaluation of its practice and the development of staff expertise, ensures that the school still has a good capacity to continue its improvements. Governance is now very good. Governors have a very good knowledge of the school's strengths and weaknesses because they regularly monitor the school's provision. They have a wide range of experience and expertise and work very closely with the school in planning developments.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are extremely satisfied with the school and pupils thoroughly enjoy the wide range of opportunities they have for learning.

IMPROVEMENTS NEEDED

The school's evaluation of its performance is thorough and accurate. The priorities of the current school development plan successfully identify appropriate actions to help bring about further school improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is very good overall. Children in the Foundation Stage make good progress and achieve well. Pupils in Years 1 and 2 achieve very well. Standards are well above average in all of the main subjects at the end of Year 2.

Main strengths and weaknesses

- Foundation Stage children achieve well against their prior attainment
- The above average standards over the last inspection have improved even further
- Pupils with special educational needs are very well supported and achieve very well
- Higher-achieving and gifted and talented pupils make very good progress

Commentary

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

Standards in:	School results	National results
Reading	18.1 (17.1)	15.8 (15.7)
Writing	17.9 (16.8)	14.6 (14.6)
Mathematics	18.2 (17.8)	16.2 (16.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

1. Standards have risen considerably in the great majority of subjects since the last inspection and are now well above average overall. This pattern of results has been sustained for several years. The above national curriculum test results for 2004 show a good improvement on the previous year's results. Standards, when compared to schools nationally, were well above average in reading and mathematics and very high in writing, being in the top five per cent in the country. When compared to similar schools, pupils' attainment was well above average in mathematics and very high in both reading and writing. These are exceptional results and reflect the very good improvement in the school's provision since the last inspection. The proportion of pupils scoring the higher level 3s was well above average overall and very high in writing and the teacher assessment of science. There was no significant difference between the performance of boys and girls.
2. The present Year 2 pupils are achieving very well overall because of the consistently high quality teaching and learning that takes place in the great majority of lessons. Standards are well above average in English, mathematics, science, information and communication technology (ICT), religious education and art and design and in all these subjects pupils are making very good progress. Standards in design and technology, geography, history and physical education are above average. In physical education, because of very good teaching, pupils are achieving very well because of the very good use made of staff expertise and that of a visiting sports development officer. In every one of the subjects above, standards have improved, apart from design and technology where the above average standards have been maintained. This is an outstanding achievement and reflects the school's continual emphasis on improving the quality of its teaching and learning.
3. When the children enter the school, the detailed assessments show that children's attainment is broadly average. The good provision in Reception classes enables the children to make a positive start to their schooling and they make good progress in all areas of learning apart from creative development where pupils make very good progress because of the greatly improved provision since the last inspection.

Attainment on entry to the school fluctuates from year to year and this year. Despite the best efforts of the teachers, there will be an increase in the proportion of pupils who do not meet the expected standards in their writing and elements of their personal development before moving up to Year 1.

4. The school has high expectations that pupils of all abilities will achieve to their full potential. This is particularly applicable to pupils with special needs and the gifted and talented pupils. It successfully achieves this aim because it makes consistently very good provision for the individual needs of all pupils. In lessons the teachers and teaching assistants interact very well with all children, including those with special educational needs. They ensure that these pupils are fully integrated into the work of the class and that extra support provided is focused on challenging pupils to achieve their full potential. Gifted and talented pupils are also achieving very well because their needs are clearly identified and appropriately challenging extension work is planned for them.

Pupils' attitudes, values and other personal qualities

The pupils have **very good** attitudes towards their learning. They clearly enjoy coming to school and make the most of the **very good** opportunities provided for them to develop spiritually, morally, socially and culturally. Behaviour and relationships at the school are **very good**. Attendance continues to be **well above** average.

Main strengths and weaknesses

- Staff are excellent role models for the pupils, paving the way for the very good relationships and behaviour evident at all times throughout the school
- Pupils respond well to the very high expectations of them and their enthusiasm for learning is outstanding.
- The provision for the spiritual, moral, social and cultural development of the pupils is very well embedded in the school ethos and curriculum
- Pupils' attendance rates are very good.

Commentary

5. The pupils behave extremely well both during lessons, as they move about the school and at playtimes. Their most positive attitudes to work and to each other contribute significantly to their progress. Pupils with special educational needs work extremely hard and demonstrate very good attitudes to their work. Praise and reward systems successfully boost their self-esteem. Children in the Reception classes collaborate very well in the role-play corner of the classroom, drawing well on the very good resources provided. Year 1 pupils work well together devising their own rules to make society a better place. During the subsequent 'circle time', they listened with respect to the views of their classmates.
6. The very strong relationships throughout the school contribute to the pupils' sense of security and their personal self-esteem. They work well independently, rise to challenge and are not scared of making mistakes. They are also articulate and confident in their relationships with adults. Pupils enjoy any responsibilities they are given and are pleased to be asked their views of school.
7. The school has planned very carefully and imaginatively to ensure that the spiritual, moral, social and cultural development of the pupils is addressed throughout the school day and in all subjects of the curriculum. Pupils are constantly challenged in their thinking. For example, in one of the Year 1 classrooms, writing and pictures around the theme 'What a wonderful World' were on display. These addressed questions such as 'What are you thankful for?' and 'Are you looking after our world?' A whole school assembly used the story of the Prodigal Son and a piece of sculpture very effectively to provoke pupils' understanding of forgiveness, friendship and family.

Sometimes, more use could be made of music in assemblies to develop the pupils' spiritual and cultural awareness.

8. Attendance at the school continues to be well above average. Parents and carers make very good efforts to ensure that their children do not miss out on this important stage of their education. The majority of pupils arrive at school on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education overall.

Teaching and learning

Teaching and learning are good in the Foundation stage and very good in Years 1 and 2. Assessment is good.

Main strengths and weaknesses

- Teaching is very good overall
- Teachers use their excellent subject knowledge most effectively to develop pupils' knowledge and understanding
- Teaching meets the needs of pupils with special educational needs very well and has a positive impact on their learning
- Assessment is used well to plan pupils' future learning
- Teaching assistants are hard working, very knowledgeable and are used most effectively to support pupils' learning
- Teachers mark pupils' work regularly but do not consistently inform the older pupils how to improve

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	18	6	0	0	0	0

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

9. The good and sometimes very good teaching in the Foundation Stage enables children of all abilities to achieve well. The teachers and teaching assistants work very effectively together. They have a very good understanding of how young children learn and the exciting range of activities is very well planned and builds constructively on children's previous learning. In the activities they provide, every opportunity is taken to develop children's speaking and listening and early reading, writing and mathematical skills. Despite the good teaching, some children whose attainment on entry to the school was below average, will not reach the expected standards in writing and parts of their personal development. Routines are well understood by the children because they are consistently reinforced and this helps them to feel secure and valued. Learning is fun in the reception class and children are very enthusiastic about all aspects of their work, particularly in the creative development, where the quality of teaching has improved significantly since the last inspection. Assessment is good and

enables the teachers to set challenging tasks and make the most effective use of the very good resources.

10. In Years 1 and 2, pupils of all abilities, and particularly the higher-attaining pupils are very well challenged and achieve very well, especially in literacy and numeracy where the quality of teaching is consistently high. The needs of the lower-attaining pupils are likewise very well met through the very well focused planning and very good support of the teaching assistants who work most effectively with these pupils. Teachers have excellent subject knowledge and use this to very good effect in their questioning of the pupils. Pupils are very keen to answer teachers' questions and in the best cases their answers are reinterpreted by the teacher so that all pupils benefit from their peers' responses. Concluding plenary sessions at the end of lessons are very carefully planned and used most effectively to assess pupils' understanding of their new learning. This information is then used to ensure future planning builds on the pupils' strengths and addresses any perceived weaknesses. It is the consistency of this cycle of teaching and evaluation, feeding into future planning that enables pupils to achieve so well. In all lessons the management of pupils' behaviour is very good, resulting in lessons having very good pace and pupils having plenty of opportunities to practise their new skills. The school has very good systems in place to ensure pupils are fully included in its activities and much of this is due to the very strong working partnership between the teachers and the teaching assistants. Homework is set regularly and supports pupils' learning well. The quality of teachers' marking is good overall. Resources are good and used particularly well to make lessons interesting and reinforce pupils' learning. This is particularly so for computers which pupils view as an integral learning tool. Teachers make very good use of the interactive whiteboards and these are having a real impact on the pace of lessons and children's enthusiasm for learning.
11. Pupils who have special educational needs are very well taught and receive very effective support. Teachers and teaching assistants effectively develop these pupils' confidence and self-esteem. Individual education plans are high quality and used very effectively by the teachers and teaching assistants to plan the work for these pupils.

The curriculum

The curriculum is very good and enriched significantly by extra-curricular activities and visits. The school's accommodation was satisfactory during the inspection but should be considerably enhanced when the new building work is completed. Resources are good.

Main strengths and weaknesses

- The curriculum is innovative and makes learning enjoyable
- Activities outside the classroom and visits and visitors to the school enrich the pupils' learning very well
- Literacy, numeracy and ICT skills are used very well to support work across the curriculum
- There is very good provision for the pupils with special educational needs
- Provision for personal, social and health education provision is very good

Commentary

12. The curriculum is planned very effectively to meet the all the statutory requirements and to meet the needs of all the pupils. The curriculum for the Foundation Stage is well organised and ensures that the children receive a good introduction to the early skills of literacy and numeracy and with very good provision for their creative development. The National Literacy and Numeracy Strategies are used effectively to

support the pupils' learning. The curriculum is enlivened and greatly enriched by the range of experiences provided outside lessons.

13. The school has a very effective approach to personal, social and health education. The teachers understand how to involve the pupils in sharing their views about sensitive issues, aspects of social awareness and behaviour. There are planned opportunities for them to take part in discussions and to develop social skills such as learning to take turns, share, work and play together and help each other. The teachers use circle time effectively where the pupils sit together and share their views and concerns. Discussions with the pupils indicate that they have developed a clear understanding of the need for rules in school and in the wider society. All the members of staff are very good models. They demonstrate the importance of respect for each other's views and feelings and this helps the pupils to develop an understanding of what is involved in belonging to a community. Through science and physical education lessons the pupils learn about the importance of personal hygiene, diet and exercise. Sex education and awareness of drug and alcohol abuse are dealt with through science lessons and informally with pupils' questions answered carefully. All the teachers and support staff work sensitively to ease the introduction of the children entering the education system for the first time and those who transfer to the junior stage.
14. The curriculum is planned thoughtfully to ensure the needs of all pupils are met. This has helped raise standards for pupils of all abilities. All pupils, including those who have special educational needs have their needs met effectively. The school meets its statutory requirements for these pupils and the very good provision includes access to specialist staff. There is a strong commitment to ensure all pupils have access to all areas of the curriculum. Classroom assistants provide effective support.
15. The curriculum is highly innovative and enables pupils to develop their imagination and a range of skills within an exciting and well resourced learning environment. Cross-curricular links are carefully planned, enabling the pupils to gain a very good overview of the topics covered. There is an emphasis on learning being enjoyable and the programme of visits and visitors helps to support the growth of pupils' knowledge of a wide range of issues and subjects, and positively impacts on their personal development. The pupils have very good opportunities to use their literacy, numeracy and ICT skills across a range of subjects.
16. The number and quality of the teachers and support staff meet the needs of the curriculum. Resources overall are good with an increased number and quality of computers and cameras and this is having a positive impact on the standards attained by the pupils.
17. The current building work is causing difficulties but the staff are compensating effectively for this and accommodation is satisfactory overall. The teachers and support staff make very good efforts to create an attractive learning environment and the school is full of creative and interesting displays of pupils' work. This successfully helps the creation of a school where the pupils work hard in the knowledge that their work will be valued.

Care, guidance and support

The school makes very good provision for the health, safety, care and welfare of its pupils. The support and guidance for pupils is very good. The involvement of pupils through seeking and acting on their views is also very good.

Main strengths and weaknesses

- The very strong relationships between adults and pupils mean that the personal support and guidance for each child is of very high quality.

- Health and safety procedures and practices are very good.
- All aspects of the pupils' safety and security are very well catered for.

Commentary

18. The school is very effective in making sure that it provides a safe environment for all pupils. Health and safety practices are well established. All members of staff, including the mid-day supervisors and teaching assistants, have undertaken basic first aid training. The practice of giving mid-day supervisors training in behaviour management and playground games, for example, has contributed to happy, productive playtimes where the children clearly feel secure. The school has worked very hard to ensure that pupils' safety is not compromised during the building of the school extension, in particular through the enormous commitment demonstrated by the caretaker and the deputy chairman of governors with responsibility for health and safety. Child protection procedures are fully in place and all staff in the school know who to go to if they have any concerns about a child's safety.
19. The school puts significant emphasis on teaching children how to make healthy choices in their lives. The promotion of good health is planned into every subject of the curriculum. Year 2 pupils are challenged to think about how their dance lesson has affected their body temperature and pulse, for example. In addition, the school nurse meets new parents and talks to them about the importance of sending their children into school with healthy lunches. Funding has been secured to develop a lunchtime 'Huff and Puff' club to encourage pupils to take more physical exercise.
20. The very strong relationships at all levels in the school mean that pupils trust the adults who work with them and are confident that they have someone they can turn to for help if necessary. The Reception pupils are eased very well into the life of the school, ensuring that they benefit as quickly as possible from the good teaching. Likewise, links with the junior school are very good. Pupils are provided with opportunities to meet their new teachers and also to discuss with their current teachers any concerns they might have about making the transition. The school has close contact with the special needs co-ordinator at the junior school to ensure that the requirements of pupils with special needs are well understood. However, class teachers also meet with Year 3 teachers to pass on their understanding of the personal and academic needs of all pupils. The pupils enjoy being consulted about the school through questionnaires and interviews with the headteacher and feel confident to make suggestions. The school is rightly considering involving them more formally by means of both class and whole-school councils.

Partnership with parents, other schools and the community

The school has very good partnerships with parents, with the community and with other schools. These relationships are used very effectively for the benefit of pupils' development.

Main strengths and weaknesses

- The school makes outstanding efforts to involve parents in the life of the school and to maximise their contribution to their children's learning.
- Parents generally have extremely positive views of the school and are very supportive of it.
- The school is very effective in building and using links with other schools and with the wider community.
- The quality of pupils' annual reports has improved since the last inspection and is now very good.

Commentary

21. The school's ethos is about building a partnership with parents for the benefit of their children's education and personal development, and this it has achieved with some excellent results. A few parents in the questionnaire stated that they felt uncomfortable approaching the school with a problem. This was not borne out by the findings of the inspection: class teachers make themselves available to parents at the close of every school day, and parents have open access to the head teacher. However, the school has also gone to great lengths to offer parents a range of opportunities to become more closely involved in its life. In addition to sending home regular newsletters, complete with curriculum information, the school has developed an excellent website with pages dedicated specifically to helping parents support their child's learning in each of the core subjects of the curriculum. Parents are also informed in advance what topics their children will be studying, with suggestions for possible visits to enhance their learning or for resources that could be collected and brought into school. The school has held briefings on aspects of the curriculum and has plans to develop these further.
22. The school regularly invites parents to help in the classrooms on a voluntary basis and has built up a team of helpers who make a significant contribution to the school's provision. Another popular initiative is the opportunity to come into school three times a year and sit with their children for a morning or afternoon session. This gives them a valuable opportunity to see first-hand what teachers are trying to achieve and to gain an understanding of what they can do outside the classroom to help. Annual reports also contain clear targets for improvement. The school has an active and successful parent fundraising group.
23. Parents have extremely positive views of the school, its expectations of their children and the way it is run. Most feel able to approach the school, and this is borne out by the attendance rates at annual parents' evenings which run at 98%. Parents of Reception and Year 2 children welcome the opportunity to give the school formal feedback by means of a questionnaire. Some Year 1 parents rightly feel they too have some important thoughts on the school that could help improve its provision.
24. The school also benefits from its links with the wider community. People from local businesses have been used in school to listen to pupils read, for example. Generous contributions from businesses have been secured in some cases by the school directly, but particularly by the parents' association. The head teacher has a skill-swapping partnership with a local accountant arranged by Business in the Community. Links are well-established with local churches and an art gallery, and there is a wide programme of visits to local museums, zoos and theatre groups. The school has made very good use of the skills and experience available locally in building up a very effective governing body.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The leadership of the headteacher is excellent. The leadership of key staff is very good and management is very effective. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher succeeds most effectively in enriching the pupils' learning opportunities and improving the school's provision.
- The leadership of the headteacher and other key staff has ensured that the ethos of the school is very strong and pupils' achievements have improved.
- Governors are very knowledgeable about the school's performance and give very good support to its development.

- The school has very good self-evaluation procedures and tracks pupils' progress very carefully.
- Teachers' professional development is excellent and enables them to carry out their duties very effectively.

Commentary

25. The leadership and management of the school have improved well in all areas, resulting in improvements in the school's provision and in pupils' achievement. Governors meet all statutory requirements and now provide very good support for the work of the school, providing a major contribution to its leadership and development. The combination of information gathered from governor visits and from the headteacher's detailed termly reports, gives them a very secure appreciation of the strengths of the school and the areas that need to be improved. This information is used most effectively in the drawing up of the school improvement plan. Governors are keenly aware of the progress and end of year targets for the Year 2 pupils. They also receive information about the progress of the other year groups. As such they have a very good understanding of the progress of all class groups. The school's target setting and tracking systems are very thorough and make very good use of standardised assessments in the Reception class to ensure pupils' potential is identified and that they are challenged accordingly.
26. The headteacher has worked very hard and effectively to improve the school's provision since the last inspection. She provides excellent leadership for the school and is highly respected by governors, staff, pupils and parents. Her considerable expertise is also very well used by the local education authority to support headteachers in other schools. She has developed a most effective staff team which puts the raising of pupils' achievement at the forefront of all the school's endeavours. She has an extremely clear vision for the school, so that all staff know what they are working towards. To ensure the success of these aims, the inservice training that staff receive is very well focused. She leads the curriculum development extremely effectively and has implemented initiatives to ensure that pupils of all abilities are successfully supported and challenged in all areas of their learning. The school has a very good ethos and is a highly respected and well ordered community in which pupils feel secure and valued.
27. The management of the school is very good. All staff have a very clear understanding of how the school is expected to run from day to day and carry out this policy in a consistent fashion. The role of the co-ordinator has been particularly well developed and in all the major subjects, experienced teachers are developing their areas of responsibility with flair, commitment and enthusiasm. Co-ordinators are observant and perceptive and use the results from regular monitoring to build on the strengths in their subjects and address the weaknesses. Co-ordination of special needs by the headteacher is very good and she works very closely with other teachers in ensuring the individual education plans for these pupils are both appropriate and challenging. She liaises effectively with relevant outside agencies to ensure that resources are adequate to support the learning of these pupils.
28. The school has developed comprehensive self-evaluation procedures and uses these most effectively to plan its priorities. Views of governors, staff, parents and some older pupils are carefully considered. These, together with information from the school's very good monitoring systems, enable the school to set very specific targets for its improvement plans. These continue to have a direct and positive impact on the school's provision and pupils' achievement. New staff are quickly initiated into the school's working practices and speedily become effective members of the team. The induction for newly qualified teachers is excellent, as is the organisation of the school's performance management, which has a very positive impact on the quality of teaching and learning in the school. The school's excellent inservice training is very effectively

linked to developments in the improvement plan and this maximises the impact of the individual initiatives.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	459460	Balance from previous year	68570
Total expenditure	396477	Balance carried forward to the next	62983
Expenditure per pupil	2203		

29. The governors manage the budget very carefully to ensure enough money is available to finance developments. They are given excellent support by the school's administrator who has extremely good financial skills. The present budget has been enhanced by the professional development work of the headteacher in local primary schools. The present carry-forward to the next year is higher than average but much of it has been earmarked to provide furnishing and equipment for the new building development. The school applies best value principles very well and makes extremely effective use of its lower than average expenditure per pupil.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. At the time of the inspection there were 57 children in the reception class, the majority of whom had attended local playgroups and nurseries. Children's attainment on entry is average overall, although this year there are more children with weaknesses in language and social development than there have been in previous years. All children, including those with special educational needs, are achieving well, with the great majority on course to reach the nationally expected early learning goals by the end of reception. A significant minority of these pupils will exceed these goals, particularly in reading and in creative development, where pupils' progress is very good. The quality of teaching is consistently good and sometimes very good. This is because all staff use the good assessment procedures well to ensure teaching builds consistently on the children's previous learning. The curriculum is good overall and well matched to the different abilities in the class. The curriculum for pupils' creative development is very good and has improved considerably since the last inspection, when there were weaknesses. The other weaknesses highlighted at the last inspection have also been very well addressed, with pupils now having many opportunities to work independently, in groups and pairs. Procedures for identifying pupils with special educational needs are good and these children are particularly well supported. Since the last inspection, the provision for the Foundation Stage has improved well.
31. At the time of the inspection, the Foundation Stage co-ordinator was not in school due to illness. However, it was evident from discussion with parents, children and other staff, that she provides very good leadership and has built a strong and innovative team. The teachers and the teaching assistants work very well together. The teachers have very good knowledge of children's learning and this is reflected in their very effective planning which is very well matched to the children's learning needs. The covered area outside has brought particular benefits to children's creative, physical and language development and is a very popular area for the children during their 'free choice' activities. Similarly very good use is made of the discrete play area where larger apparatus and wheeled vehicles can be used safely. The school's induction procedures for new children are very good and the children quickly settle in to the life of the classes. Information for new parents is good and gives a clear insight into the wealth of activities and experiences their children will encounter during their first year. Links with parents are very good and the weekly 'working alongside your child' sessions are very popular with parents and give them a real insight into the school's provision and their children's learning. The school has very good links with local nurseries and playgroups, with teachers visiting these before the children start in September.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships at all levels are friendly and productive
- The teachers and teaching assistants work very effectively together and carefully plan a range of innovative opportunities for pupils to develop both independently and collaboratively
- Children are interested, hard working and thoroughly enjoy their learning

Commentary

32. Children are very happy and enthusiastic learners. They have developed very good relationships and benefit greatly from working together. Children have a thorough understanding of classroom routines and the expectations of behaviour. As a result, the 'free choice' activity sessions are well ordered and give children real opportunities to make decisions. The consistent reinforcement of classroom conventions such as listening to each other, taking turns and putting a hand up before speaking is leading to a secure and ordered environment. The classrooms are very carefully planned to provide a colourful and stimulating workplace with a very good range of resources. As a result, children are developing very good relationships with each other and all other adults who work or help in the classroom.
33. The teaching and learning in this area is consistently good and pupils are achieving well. As a result, the great majority of children will achieve the early learning goals¹ and a significant number will exceed them. The teacher and teaching assistant plan a wide range of activities to ensure the children work in different settings and in different groups. As a result, they have good collaborative skills and show good confidence in making new friends, sharing equipment and listening to the views of others. The mix of activities enables children to develop their independence by making choices in activities and in the way they use resources. As a result, children's work often sparkles with innovation and imagination such as in their videoing of the class news and weather. The behaviour in the classroom is consistently good with staff providing very good role models and setting clear guidelines for the children to follow. These are very happy classrooms where laughter and learning go hand in hand.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are making particularly good progress in the development of their early reading skills although their writing skills are not so advanced
- The classrooms provide a very rich environment for the development of children's language
- Good teaching enables pupils to build successfully on their previous learning

Commentary

34. The quality of teaching and learning are consistently good, leading to children's good achievement in this area. The significant majority of children will exceed the early learning goals by the end of the reception year in reading but fewer will reach these levels in their writing because of less developed skills on entry to the school. The teachers' planning is highly innovative and leads to a range of stimulating activities to develop the children's language skills. Teachers provide good direction to the development of children's writing skills. Letter formation is practised very regularly and children are encouraged to use these skills in their emergent writing. Children's speaking and listening skills are successfully developed in a wide and stimulating range of settings. All staff frame their questions very carefully and this gives children good opportunities to develop their speaking and listening skills. There are many opportunities for informal talk during the school day, particularly when children move around the range of free-choice activities. The work in the role-play jungle and animal hospital areas is particularly effective.

¹ *Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.*

35. Children enjoy the challenges of their early reading activities. They have developed a real love for stories and books. Regular story time sessions are particularly popular, with the teachers building an innovative range of activities round individual stories. *We are going on a bear hunt* during the inspection week was the centre of many high-class language activities which captured the children's imagination. The teaching of phonics is particularly effective using a popular commercial programme and, as a result, children's reading skills have developed well since the beginning of the year. Children regularly look at books individually and in groups, with all making significant progress in developing their understanding of how the text connects with the illustrations and in their recognition of common words. Very good links with parents encourage a joint approach to the development of these skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Innovative teaching successfully reinforces basic numeracy skills and mathematical language

Commentary

36. All children are achieving well in their mathematical development, with the great majority on course to reach the early learning goals by the end of the reception year and a significant minority of children to exceed these. The teaching and learning are consistently good because the teachers plan imaginative activities that build successfully on children's prior learning. Well-focused teaching sessions successfully develop children's counting skills, such as when children create a 'Mexican wave' when counting up to 30 or throw bean bags into a target to build up their concept of the number 10. The very good range of quality resources both inside and outside the classroom allows children to develop their understanding of counting and ordering further. Teaching assistants are particularly good at reinforcing children's understanding of number by well-directed questioning as children use these resources. Children are very excited and enthusiastic learners because the teachers use a range of techniques to reinforce basic concepts, such as when children's knowledge of three dimensional shapes is reinforced when using building bricks to make their animals. Higher-attaining children are well challenged, with some attaining standards that are expected of Year 1 pupils.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of imaginative activities helps to develop children's excitement in the world around them
- Children regularly use technology to consolidate and extend their learning

Commentary

37. Careful planning and good quality teaching enables children of all abilities to achieve well in this area. Adults give particularly good support in the planned group activities. Children have a thirst for finding out how things work because of the wide range of resources that are in the classroom. For example, the ant world display gave unique opportunities for children to observe, ask questions and learn as part of their work on mini-beasts. Children use the outside area particularly well in this project and their understanding is enhanced by the good support of the teaching assistants who show

them how to use magnifying glasses. Children are skilled and confident in their use of technology, using the computer regularly to support their language and numeracy skills and both the video and digital cameras to record elements of their ongoing work. Children's knowledge of other cultures is developing well because the teachers plan very carefully to present aspects of other faiths in meaningful ways.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good quality teaching successfully develops children's confidence, co-ordination and collaborative skills
- Children are enthusiastic about physical activities
- Physical development has been built well into many areas of the children's learning

Commentary

38. Standards that children achieve have improved since the last inspection because the quality of teaching for their physical development is now good, with the great majority of children achieving the early learning goals by the end of the reception year. Children benefit from the skills of a sports development officer who works weekly with them as part of their physical development programme. The subject makes a very good contribution to the children's spiritual, moral and social development because they are expected to work and learn together. The teachers regularly integrate the development of the children's physical and co-ordination skills into a range of lessons, such as when they throw a beanbag onto the alphabet spiral to show the initial sound of a word. Children handle tools, construction and malleable materials safely because their use is well taught and a good range of creative opportunities is planned. Development of children's fine motor skills is well planned, such when they make two-dimensional vehicles with moving parts. Children are also developing good letter formation skills because of high expectations and well focused teaching of the teachers and support staff.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Very good planning enables the children to experience a wide range of creative opportunities
- The role-play area is well equipped and stimulates the children's imagination
- The weaknesses in this area of the last inspection have been very well addressed

Commentary

39. Very good quality teaching and careful planning enables children to achieve very well in this area, with a significant minority of children exceeding the early learning goals. The planning for children's creative development is particularly innovative and leads to children being able to take part in a wide range of creative activities. Many of these are well supported by adults who play a significant part through questioning and in helping the children to communicate their thoughts and feelings about the activities they are engaged in. Other activities now enable children to work in unsupported groups, where they can choose from a very good range of resources. The role-play zoo hospital was a particularly popular and productive area for the development of children's imaginative play. Children regularly sing songs and have access to a good range of instruments when making music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **very good**.

Main strengths and weaknesses

- Standards have improved since the last inspection and are well above average in speaking, listening, reading and writing
- Pupils of all abilities achieve very well
- Teaching is very good
- The subject is managed very well

Commentary

40. Standards in speaking, listening, reading and writing are well above average and this is an improvement since the last inspection. In the 2004 national tests for Year 2 the standards in reading and writing were well above the national average overall, and very high, being in the top five per cent, when compared to similar schools. Inspection evidence indicates that these high standards have been maintained with a significant number of pupils achieving the higher levels.
41. The pupils with special educational needs make very good progress and attain standards that reflect their individual targets. They benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. The teaching assistants' effective guidance and support play a significant part in this very good provision.
42. Standards in speaking and listening are very good by the end of Year 2. The majority of the pupils make very good progress and this enables them to take part in conversations and class discussions. They listen carefully to their teachers and the other pupils and become increasingly confident about giving their opinion and expressing their point of view. This was evident in a very good Year 2 lesson where the pupils were discussing the book *Camille and the Sunflowers* and explaining that it was based partly on a biography of the artist Van Gogh whose life they had researched on their computers.
43. The pupils make very good progress in reading, and standards are very good by the end of Year 2. There is a structured reading programme supported by the systematic teaching of phonic skills. All the pupils enjoy books and stories and the Year 1 and Year 2 pupils respond enthusiastically to re-telling the stories and describing the characters and events. The most able pupils are independent readers who explain why certain books appeal to them. They use books and computer programs to support their work in other subjects such as geography, history, science and religious education. Through the home-school reading books, the teachers and the parents are provided with records of the books read and this system could now usefully be extended to provide parents with information about progress, suggestions about how the children can be supported with any difficulties, and with guidance for the next stage. Due to the current building work, the school is without a library but the staff compensate effectively for this by using other areas in the school to ensure that the pupils have access to the books for browsing and researching.
44. The school's focus on writing skills has had a positive impact on the development of the pupils' knowledge of spelling and grammar and the processes of writing in different styles for different purposes. The pupils make very good progress and in Year 2 develop their ideas into a sequence of punctuated sentences and begin to use connecting words effectively to join ideas and to create sustained writing. The writing of the well above average pupils is organised, imaginative, contains speech marks and

is punctuated correctly. They write narrative, factual pieces, instructions and poetry. There is ample evidence that the pupils are given a wide range of opportunities to use their writing skills in other subjects. There is some very good writing about their science investigations into what happened to ice in a range of locations and in history when they wrote letters in the style of the characters involved in the Gunpowder Plot.

45. Pupils have very positive attitudes to their learning and enjoy their lessons. They are very well behaved and try to do their best at all times. During discussions, they listen to the teacher and the other pupils and make relevant contributions. The teachers are successful in encouraging them to respect the ideas and opinions of others and in making sure that they are clear about the school's very high expectations of their work and their behaviour. As such, the subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. The teachers are very effective in extending the pupils' understanding of the power of words to create moods and atmosphere and to encourage empathy.
46. All the lessons were judged to be very good with inspirational teaching observed in both Years 1 and 2. The teachers' subject knowledge and understanding are excellent and they are clear about what they want the pupils to learn. They are very skilled at questioning and use the pupils' answers very effectively to establish their understanding and then to support and extend their learning. At the end of lessons, the pupils are given opportunities to discuss what they have been doing but the teachers do not consistently involve them in discussing or reviewing their learning. Teachers are particularly skilled at using the classroom interactive whiteboards and regularly plan for pupils to use computers to support their learning. The pupils' very good word-processing skills enable them to present their high quality work in displays around the school.
47. The subject is managed very well and the co-ordinator is clear about her role and responsibilities to support her colleagues as well as the pupils. She has opportunities to take time away from her own class to check the quality of the teaching and learning in the other classes. She observes lessons, monitors the planning and the pupils' books, and analyses the results of tests. The methods of tracking, assessing and recording the pupils' progress are effective and the information is used very well to plan future work for all ability levels.

Language and literacy across the curriculum

48. The pupils use their literacy skills very well to support work in other subjects. Their skills in speaking and listening are used across the curriculum in support of discussions in class sessions and in groups in subjects such as mathematics, design and technology and science. Pupils are encouraged to retrieve and collate information from a range of sources to support history, geography and religious education topics, where their writing skills are developed very well.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils attain well above average standards
- Teaching and learning are very good
- Pupils' attitudes to the subject are very good
- The improvement since the last inspection is very good

Commentary

49. National test results for 2004 showed standards were well above average. The work seen during the inspection confirms that standards have remained well above average in all aspects of mathematics. Pupils' abilities to use and apply their mathematics are very good and they achieve very well. The provision for pupils with special educational needs and pupils identified as gifted and talented is very good. Individual education plans set specific targets that challenge pupils. They are supported well by staff and make very good progress. There are no significant differences between the achievement of boys and girls.
50. Very good and sometimes excellent teaching promotes very positive attitudes to the subject. Pupils respond positively to high quality questioning that enables them to problem solve and use mathematical language in meaningful contexts. Teachers are very well organised and share objectives with pupils at the beginning of lessons to give a clear idea of expectations. Very good relationships ensure self-esteem is high, with pupils collaborating well and striving to achieve their best.
51. A wide range of strategies ensures that all pupils are fully engaged in lessons. Lessons are briskly paced, and good use is made of interactive whiteboards for demonstration. Mental mathematics is skilfully developed and pupils love the brisk pace and the challenge of improving the speed and accuracy of their responses. The systematic approach to investigative work structures learning and encourages independence and personal decision-making. This prepares pupils well for the next stages in their learning, Pupils report back the findings of their investigations with confidence and accuracy. Links with literacy, science and ICT are very good. Pupils concentrate well, settle quickly to their tasks and work productively. They listen carefully to each other and support the development of ideas well. Very good attitudes to work enable them to acquire new knowledge and skills very quickly. They have an increasing understand of the relevance of mathematics in their lives.
52. In an excellent lesson in Year 2, pupils discovered the properties of shapes and how these change when corners are cut. The teacher encouraged pupils to be detectives and to be critical. Excellent questioning probed pupils' understanding and guided their learning. Tasks were carefully planned to ensure pupils had to reason at a high level and justify their thinking. They responded very well and demonstrated very high standards of using and applying mathematics.
53. The very good leadership and management of the subject by the co-ordinator has led to good improvement since the last inspection. Standards have risen and the quality of teaching has improved.

Mathematics across the curriculum

54. Pupils have very good opportunities to extend their mathematical skills across subjects for example in design and technology and science. The next step is to develop the mathematics framework further, whilst ensuring links to school topics remain relevant and meaningful.

SCIENCE

Provision is **very good**.

Main strengths and weaknesses

- Standards are well above average and have improved since the last inspection

- Teaching is very good
- The pupils have opportunities to design and perform their own experiments
- The subject is managed very well

Commentary

55. Evidence from lessons, talking to the pupils and looking at their work indicates that standards are well above the national average by the end of Year 2. In 2004 the results of the teachers' assessments for Year 2 indicated that all the pupils attained levels well above those expected nationally and these very high standards are being maintained.
56. Throughout the school, all pupils make very good progress. The vast majority of the pupils are keen to learn; they remain attentive and work independently or co-operatively as directed. They understand the teachers' very high expectations of their work and of their behaviour and they respond well to the very good class management.
57. In one of the lessons observed, the teaching was excellent and it was very good in the other two. The teachers plan and prepare the lessons carefully and their imaginative presentation captures the pupils' interest. In the excellent Y2 lesson, they quickly became absorbed in recording their observations of the life cycles of ladybirds and butterflies. The teacher's presentation was very imaginative and provided some of the pupils with opportunities to use the web cam to create an animated story board, some to use a computer desk top publishing programme and some to create displays with moving parts. At the beginning of the lesson, they made very effective use of their knowledge about the life cycle of frogs to support their investigations into the new topic. During this lesson, two members of the support staff made significant contributions to supporting and extending the pupils' learning. In other lessons, the teachers' questioning skills are very good and they use the pupils' answers very effectively to assess their understanding. The teaching is very successful as the teachers are secure in the knowledge of the subject and have a clear idea of the pupils' previous learning and are able to build upon their understanding. This knowledge is then used to ensure that pupils of all abilities are challenged and supported appropriately.
58. There is good emphasis given to the development of the skills of scientific enquiry. The pupils are given opportunities to think creatively about a problem, to consider what kind of evidence they need to collect and what materials they need to use. The pupils learn how to plan an investigation with a fair test. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development as they experience the wonder of discovery, the satisfaction of working co-operatively and realise the range of the other pupils' knowledge.
59. The science curriculum is very good. The subject is managed very well by the co-ordinator who is clear about the role and its responsibilities. She encourages all the teachers to share their experiences and expertise. The quality of teaching and learning is monitored through lesson observations, scrutiny of plans and pupils' work and analysis of test results. There is a comprehensive system for assessing the pupils' work, the development of their skills and tracking their progress. The information gathered is used to plan the next steps in learning. There is a good range of resources to support the subject, with well-developed opportunities to use ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have risen further throughout the school since the last inspection
- There is some excellent use of ICT to support pupils' learning in other subjects
- Standards are well above average at the end of Year 2 and in certain aspects of the subject they are very high
- Teachers have excellent subject knowledge

Commentary

60. There has been a good improvement in both standards and the subject's provision since the last inspection. Pupils, including those with special educational needs, are achieving very well and standards are well above average at the end of Year 2 and very high in the area of exchanging and sharing information, where there is some exceptional work being carried out. Well-focused training has had a great impact on the confidence and expertise of teachers and this is reflected in the pupils' high quality work. The development of pupils' word processing skills is very good through the school and is used very well by the teachers to enhance the pupils' presentation and also widen the audience of the work by the use of high quality displays around the school. Teachers are particularly confident in using interactive white boards (IWB) and this is having a marked impact on the quality of the pupils' learning.
61. The quality of teaching is now very good and leads directly to all pupils achieving very well. Teachers use their excellent subject knowledge to challenge pupils' thinking and ensure the learning builds appropriately on their previous learning. During the inspection the school's ICT suite could not be used because of building work. The enlarged suite will be ready for operation at the beginning of next term. However, teachers at present use their IWBs most effectively to teach new skills. There are some particularly good examples of planning to use computers to consolidate and extend pupils' learning in other subjects. For example, one Year 2 class used the web cam to produce an animated film to show the life cycle of a ladybird that was later shown via the IWB to enhance the understanding of the class. A significant proportion of pupils have their own computers at home and some higher-achieving pupils share the skills they have developed with their teacher and peers.
62. Pupils are very enthusiastic about ICT because they enjoy working together and can understand clearly how it can help their learning in other subjects, such as when they use the Internet to find out more information on Van Gogh. The subject makes a very good contribution to pupils' personal development, particularly in the areas of their social and cultural development. The present subject co-ordinator has a real enthusiasm for the subject and gives very good leadership to its development. Her significant skills have led to the considerable improvements in teachers' expertise and confidence and in the very effective way that computers are now integrated into the very good curriculum. Resources for the subject are good and will be further enhanced when the new ICT suite is completed. The suite will also be equipped with new computers thus increasing the computer: pupil ratio.

Information and communication technology across the curriculum

63. There has been a noticeable improvement in the use of ICT to support pupils' learning across the curriculum. This is now very good overall but with some particularly good use in science and art.

HUMANITIES

During the inspection no geography lessons and only one history lesson were seen. Consequently, there was insufficient evidence to make a judgement about the provision.

Evidence was gathered from talking to the teachers and the pupils, and scrutinising the teachers' plans and the pupils' work.

Commentary

64. Whilst **geography** and **history** are planned separately as distinct subjects, they are also part of the school's arrangements for a themed curriculum. From the evidence of the pupils' work over time, pupils' achievement in geography and history is good although it was very good in the one history lesson seen. The planning for both subjects is linked to national requirements and an appropriate amount of time is allocated.
65. In geography the pupils learn about the lives of people in other places and this is linked well with the history studies of people from other times. The work is planned carefully to stimulate the pupils' interest and the subjects promote their personal development well by providing them with the opportunities to explore values and interpret and express ideas. Both subjects make very good contributions to the pupils' social and cultural development as they develop an understanding of the human and physical features and environmental issues that give localities their distinctive characteristics. Their experiences are enriched by a programme of visitors and visits to places of historical, geographical and cultural interest. They learn about the characteristics of the local area by drawing plans and making maps and they use their literacy, numeracy and ICT skills very well. This was evident in the very good Year 1 history lesson where the pupils set up a toy museum. They produced leaflets and labels describing the toys and gave explanations to the Reception children as they guided them around the displays.
66. Schemes of work have been developed since the last inspection and the subjects are very well managed. The co-ordinator is responsible for both subjects and is clear about the ways in which she can support the pupils and her colleagues and raise standards still further. She checks on the quality of what the school provides and how the pupils perform by looking at the plans and work samples. She has also had opportunities to observe lessons. There are informal assessments of the pupils' progress but no whole school system to record their acquisition of key skills.

RELIGIOUS EDUCATION

Provision is **very good**.

Strengths and weaknesses

- Teaching and subject leadership are both very good
- Standards are well above the expectations
- Pupils' attitudes to learning are very good

Commentary

67. The school's curriculum plans for religious education are based on the Lincolnshire agreed syllabus. The standards seen in lessons, work sampling and discussions with pupils indicate that standards are well above the requirements of the syllabus. Pupils have very good knowledge of Christianity and Judaism and describe key features of the faiths, stories and characters and significant festivals. Pupils also have a very good understanding of the significance of places of worship and holy books. In one Year 2 lesson, pupils discussed the relevance of the Ten Commandments and how rules help people to make choices about the way they behave. Paired discussions supported very good debate and linked very effectively to speaking and listening. Pupils created their own set of rules and described why they thought their choices were important. They retell Bible stories and are proud of their displayed work. Religious education makes a valuable contribution to their spiritual, moral, social and cultural development. The study of festivals is carefully planned and successfully reinforces the idea of celebration and thanksgiving. For example, the festival of Holi was used as a platform to identify the important things in their lives for which to give thanks. Pupils wrote meaningful prayers to reflect their thoughts and ideas. They understand the importance of forgiveness and have a well-developed sense of the difference between right and wrong.

68. Improved subject knowledge of staff and monitoring of teaching have improved standards. The school has very good links with the Diocesan Education Service and this has helped to raise the status of the subject throughout the school. The co-ordinator leads the subject very well and has a very clear idea of standards and the quality of teaching and learning as she regularly visits lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in art and design, design and technology and music and it is therefore not possible to make a judgement on the school's provision in these subjects.

69. In **art and design**, the scrutiny of pupils' work in classrooms and around the school shows that standards have risen since the last inspection and are now well above average. The pupils produce some high quality work using a very good range of materials, such as paint, pastels and three dimensional medium. Pupils sketching skills are particularly well developed. The very good leadership of the co-ordinator has led to well-focused in-service training for teachers and much closer links between art and other subjects. The results of these initiatives are clearly seen in some high quality examples in the art folders and around the school. Pupils are very enthusiastic about the subject because of the different artists who they work with in school and the regular visits they make to the Usher art gallery in the city. A very popular art club for the pupils enhances the subject further.
70. In **design and technology**, the scrutiny of pupils' work, displays in classrooms and discussions with pupils indicate that standards have remained above average since the last inspection. Pupils in Years 1 and 2 are achieving well because teachers make good use of focused tasks to teach the requisite skills in readiness for a new project. Year 2 pupils have good planning skills and show a very good understanding of the importance of choosing the correct materials for a specific purpose. They are rightly proud of the quality of their finished products. Their product evaluation skills are very good and show a very clear insight into how they could be improved further. The co-ordinator leads the subject very well and has been instrumental in integrating the subject into other areas of the curriculum in the recently revised scheme of work. There are some particularly good links with science as part of the Healthy Schools' initiative and with literacy. The school has good assessment and recording procedures which help teachers ensure that future work builds effectively on the pupils' previous learning.
71. In **music** evidence was gathered from talking to the pupils, the co-ordinator and looking at the planning files. The co-ordinator manages the subject very well and is clear about how it can be developed. She has carefully compiled the scheme of work to support non-specialist music teaching. She checks on the quality of what the school provides and how the pupils perform by looking at the plans and observing lessons.
72. The pupils were heard singing in assemblies. They increase the repertoire of songs they have learned from memory and practise to help them improve the quality of their singing. They sing with clear diction, accurate pitch and give appropriate attention to phrasing and expression. They follow a beat and respond to changes in rhythm. They are learning about music created by a range of composers and the ways in which mood and atmosphere are created. The plans show that, throughout the school, there are a variety of approaches and activities to support the pupils in developing their skills in singing, playing and appraising their own work and the work of others. The teachers make appropriate use of music to promote the pupils' spiritual and cultural development. Much of this is through studying the work of famous composers and linking with other curriculum areas such as music from other times and places in history and geography studies. Information and communication technology is used to enhance provision through the use of tape recorders, CD players and computers. All the pupils are given very good opportunities to perform at various festivals and assemblies throughout the year.

Physical Education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because of the high quality teaching.
- The very good curriculum is enhanced by a very good range of extra-curricular activities.
- Subject leadership is knowledgeable and most enthusiastic.
- The work of a sports development officer enhances the provision.

Commentary

73. Pupils achieve very well in all aspects of physical education. Specialist teaching for physical education lessons is raising pupils' performance whilst enhancing the teaching skills of the staff who work alongside the specialists. Links with health education and science also encourage pupils to value the importance of healthy lifestyles. All lessons have a strong emphasis on vigorous activity and pupils are keenly aware of how exercise causes changes in their bodies.
74. All strands of physical education are taught and there is a very good range of opportunities for pupils to take part in an after school club to extend their sports skills. Facilities for sport are good. There is a large field that is shared with the adjacent junior school and a hard area for small team games and the refinement of skills. A large hall enables a full range of gymnastic and dance skills to be taught.
75. The quality of teaching gymnastics and dance are very good and leads directly to pupils' good co-ordination, movement and balance skills. Pupils skip well, showing good co-ordination and rhythm, and work well together in pairs. The quality of provision is enhanced by the experience of a sports development officer who teaches all classes during a week. Teachers' planning is of high quality and their careful preparation ensures pupils' work is well matched to their needs. Consequently they are fully engaged in challenging activities throughout lessons. Support, advice and praise are used effectively to refine and celebrate pupils' successes. Pupils' self esteem is thus improved and this encourages them to strive even harder to improve their skills. This was particularly evident when Year 2 pupils were learning a new dance. Very good use is made of the pupils' skills when they demonstrate to other members of the group. Pupils are developing good evaluative skills when given opportunities to assess the work of their peers.
76. Pupils behave very well in lessons because they are enthusiastic, want to improve and have very good attitudes to sharing and supporting their friends. As such, the subject makes a significant contribution to pupils' personal, social, moral, social and cultural development. Subject leadership is very good. The co-ordinator is a sports enthusiast and this is clearly reflected in the way the subject has been developed since the last inspection. Visitors such as an African dancer and football coaches successfully raise the profile of the subject and pupils' enthusiasm. The revised curriculum has linked the subject more meaningfully with planned topic work. The co-ordinator monitors teachers' planning to ensure there is appropriate coverage of all aspects of the curriculum and carries out lesson observations to monitor the quality of teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. Only one lesson was seen in personal, social and health education and citizenship and therefore it is not possible to make an overall judgement on the quality of provision. However, the available evidence and the way that the school integrates the subject into aspects of its work, indicate that the provision is very good and impacts very positively on pupils' behaviour and the way they treat each other. Teachers have high

expectations of pupils, and pupils have a very clear understanding of the need for rules and the importance of maintaining them. There are well planned opportunities for them to take part in discussions and to develop social skills, such as learning to take turns, share, work and play together, and help each other. The older pupils are sensitive and caring in their support of the youngest pupils. Through science and physical education, pupils having a very good knowledge about the importance of personal hygiene, diet and exercise. Pupils have regular circle time to discuss issues that are important to them. Pupils are very mature for their age and at present have limited opportunities to play an active role in the life of the school. The school is rightly considering setting up a school council to enable pupils to have a greater say in school affairs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	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	2
The leadership and management of the school	2
The governance of the school	2
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).