

INSPECTION REPORT

WEST LEIGH INFANT SCHOOL

Backwell, Bristol

LEA area: North Somerset

Unique reference number: 109085

Acting Headteacher: Miss J Keeble

Lead inspector: Mr Roger Brown

Dates of inspection: 25 – 27 April 2005

Inspection number: 268226

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	5 - 7
Gender of pupils:	Mixed
Number on roll:	123
School address:	Westfield Drive Backwell Bristol
Postcode:	BS48 2UF
Telephone number:	01275 463274
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sue Orkney
Date of previous inspection:	11 January 1999

CHARACTERISTICS OF THE SCHOOL

West Leigh Infant School is a small school serving the village of Backwell in North Somerset. At present, there are 123 children, (64 boys and 59 girls) aged between four and seven on roll. The majority of children, (98 per cent) are from traditional UK backgrounds and all speak English as their first language. The school has a very stable population. Very few pupils, only four per cent, either join the school after the normal admission time, or leave before the age of transfer. At the time when they start school, the children's level of development and skills is generally above average for their age in all respects. Currently, there are two children with a statement of special educational need and 15 more on the special needs register, (14 per cent of the roll). This percentage is smaller than average for schools in England. Just three per cent of the children are entitled to free school meals; again, this figure is below the average for English schools. This information along with other census data indicates that the area served by the school has above average social and economic circumstances. The school received an Investor in People award in 2003. The acting headteacher has been in post for a number of months. This temporary role supports the secondment of the headteacher to a neighbouring school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22229	Roger Brown	Lead inspector	Special educational needs English as an additional language English Science Information and communication technology Geography History Physical education
10329	Brian Sampson	Lay inspector	
25509	Judith Clarke	Team inspector	Foundation Stage Mathematics Art and design Design and technology Music Religious education Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

West Leigh Infant School is a very good school. There is a happy and positive atmosphere in which pupils thrive. The acting headteacher has inherited a very effective team of staff and she is doing a good job in maintaining the impetus of the school's development, whilst at the same time fostering new initiatives that enhance equality of opportunity for all pupils. Teaching and learning are very good. This is because teachers have very high expectations of themselves and their pupils. They motivate them very effectively and set challenging work. Standards by the end of Year 2 are well above the levels expected for children of this age. Teachers have equally high expectations of pupils' behaviour and give a very good level of care. These factors along with the very effective involvement of the parents in their children's education create excellent relationships. The school gives very good value for money.

The school's main strengths and weaknesses are:

- The excellent relationships between staff and pupils create a very healthy respect for one another which in turn gives rise to a very positive climate for learning and very good behaviour.
- Standards are above those of similar schools and are rising at a rate that is in line with the national trend because of very good teaching and learning.
- The quality of provision and the rate of pupils progress in science are excellent because of inspirational leadership.
- The strong partnership with parents, along with close links with the community and other schools all strengthen the quality of the pupils' learning experiences.
- Thanks to continuous efforts by governors and the school's leadership there have been successful improvements to some of the accommodation. However, the school does not yet enjoy a quality of accommodation and resources that fully meet the requirements of the pupils and the expectations of the staff and parents, although further improvements are planned.
- Assessment information and other data is not yet used with enough rigour to inform teachers about planning the next steps in learning, or the leadership about the priorities for improvement.

The school has made very good progress since the last inspection. Teaching and learning have been consolidated and very good teaching was seen in every class. As a result, overall standards are rising and in science they are outstanding. The excellent quality of relationships has been maintained, but this has now been extended by the better involvement of the parents in their children's education. The curriculum has a strong structure and previous areas of weakness such as the provision of information and communication technology (ICT) are now good. The school has invested wisely in improvements to the quality of its accommodation. The work carried out so far has not only improved the visual impact, but has begun to enhance learning by providing a quieter environment where pupils can work without interruption.

STANDARDS ACHIEVED

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

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

Pupils' achievement throughout the school is good. Children start at the school with skills and abilities that are usually above average for their age. They achieve well in the Foundation Stage and

by the end of the reception year most exceed the learning goals expected of them in all six areas of learning. By the end of Year 2, pupils' attainment is well above average in reading and mathematics; it is above average in writing, and outstandingly good in science. In this subject, the dynamic and exciting teaching based upon high quality experimental work is not only promoting high standards in science, but is also influencing and improving pupils' standards in mathematics, ICT and history. Pupils' attainment in physical education is well above average, it is above average in ICT, religious education and all other subjects of the curriculum. Pupils with special educational needs are well integrated into the school and achieve as well as other pupils. Gifted and talented pupils are encouraged to progress at their own level and as a result their achievements are good.

There is very good provision for pupils' personal development. Pupils benefit from very good opportunities to develop as individuals. Their **spiritual, moral, social and cultural development is very good.** They have positive attitudes to their work and they behave very well. Their enjoyment of school is apparent in the above average level of attendance and good punctuality.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good. The consistency of the very good teaching is a remarkable feature of the school. At times, teaching is outstanding and there are no areas of weakness. The high quality support given by the learning support assistants is a key feature of the successful teaching. These staff know what they are doing, work in partnership with the teachers, and intervene very effectively when needed. The very good quality curriculum is being improved as subjects such as science and ICT are beginning to have a wider impact on all learning. Standards in writing, although above the national levels, are not as good as standards in other areas. This is because there are insufficient regular opportunities for pupils to write at length. There is very good care for the wellbeing of the pupils and this makes a considerable contribution to the excellent relationships that pervade the school. All pupils' learning is greatly enhanced by the very good level of parental support. Very good partnerships with other schools and colleges and strong links with the local community enhance this further.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good. The friendly and aspirational ethos inherited by the acting headteacher is not only being maintained, but is being developed by her wholehearted commitment to the school's policy on inclusion. The staff have a clear sense of direction and a purposeful approach to their work. As a result, their leadership of key areas is very good. **The management of the school is good,** there is a proper regard for staff development and effective systems in place to monitor and evaluate the school's development. However, the analysis of data is not yet sophisticated enough to ensure the identification of the most appropriate and challenging goals. Governance is good. The governors give the school very good support, fulfilling all their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school. Although some voiced minor criticisms, everyone pointed out how receptive the school had become to listening to wider viewpoints. Pupils view the school positively, they like their teachers and they enjoy their lessons. They save their strongest criticism for the behaviour of themselves and their friends. The inspection team agrees with the parents, but feels that the pupils' are over-critical of themselves.

IMPROVEMENTS NEEDED

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

- Make better use of the school's systems, data and expertise to evaluate the school's progress more accurately and efficiently.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils throughout the school is good. They start at the school with above average levels of attainment when compared to all schools. By the end of Year 2 their standards in science are exceptional, and well above average in English and mathematics when compared to all schools. This very positive picture is also reflected in the attainment of pupils at the end of Year 2 when compared to similar schools. In reading and mathematics, pupils in 2004 achieved standards that were above those of pupils in similar schools. These pupils did less well in the development of writing skills, where their standards were in line with the national average for similar schools. Pupils with special education needs achieve as well as other pupils. There is no significant difference between the achievement of boys and girls.

Main strengths and weaknesses

- Following a good start in the Foundation Stage, pupils continue to make good progress in Years 1 and 2. As a result, all pupils achieve well during their time in the school.
- Standards in reading and mathematics are very good and improving.
- The school makes good use of cross-curricular links to ensure that pupils get good opportunities to succeed in a rich and stimulating learning environment.

Commentary

1. The majority of children starting at this school have developed skills that are generally above those seen nationally. In the reception classes, children achieve well in all areas of learning because the teaching is consistently very good. By the end of the reception year, most children exceed the goals expected of five-year-olds in all areas of learning. Children achieve particularly well in personal and social development because this aspect is considered very important by the school and helps to create the positive relationships throughout the school. Children have good physical co-ordination and as a result of the thoughtfully planned environment, play sociably and creatively. Children develop good reading skills and really enjoy books and stories. They make good use of their basic mathematical knowledge to count, and solve simple everyday problems. They have a good awareness of the world around them and are excited and delighted by the opportunities they are given to study their own environment and find out about the wider world.
2. In the national tests for 2004, the standards attained by pupils in Year 2 were well above average in reading and mathematics and above average in writing. All pupils achieved the expected level in mathematics and above average numbers achieved the higher levels in reading and mathematics. Pupils' standards are above those of similar schools in reading and mathematics and in line with them in writing. The school's success in science is particularly noteworthy. Two thirds of pupils achieved a higher than expected level and all pupils achieved the expected level. This is a result of the exciting teaching of science and a very strong focus on experimental work. Standards were good and have kept on improving at a rate in line with the national trend since the last inspection.

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

Standards in:	School results	National results
reading	17.6 (16.2)	15.8 (15.7)
writing	15.8 (15.7)	14.6 (14.6)
mathematics	17.8 (16.5)	16.2 (16.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils' attainment in the current Year 2 is well above average in reading and mathematics and above average in writing. Science continues to be at an exceptional level of attainment. The school is continuing to ensure that most pupils achieve the level expected of them and that this year; most should achieve the higher level in reading and science. Pupils with special educational needs achieve well especially those who are targeted for support. Gifted and talented pupils are given good encouragement and the freedom to progress at their own pace.
4. Standards are above average in information and communication technology (ICT), religious education, art and design and physical education. It was not possible to judge how well pupils achieve in design and technology, geography, history and music, as there was too little evidence available during the inspection.

Pupils' attitudes, values and other personal qualities

This is a happy school and as a result the attitudes and behaviour of the pupils are very good. Pupils want to come to school and consequently their attendance is very good. Overall provision for spiritual, moral, social and cultural development of the pupils is very good. These factors make a very significant contribution towards the success of the pupils' learning.

Main strengths and weaknesses

- Pupils' relationships with each other and all the adults in school are excellent, resulting in a friendly and harmonious atmosphere throughout the school.
- The school actively promotes pupils' self-esteem, and insists upon fairness and equality of opportunity through all aspects of its work.
- The positive attitudes shown by everyone in the school promote the pupils' interest in their learning and make them eager to explore all that the school has to offer.

Commentary

5. Staff and the other adults in the school are excellent role models for the pupils. Teachers high expectations and their quiet, sensitive approach to all aspects of their work ensure that this is a secure and happy school. There is a spirit of friendship, teamwork and mutual support. This is a similar picture to that of the last inspection.
6. Pupils enjoy their lessons. They are interested in their work and excited by many aspects of their learning. They are particularly responsive when their lessons have a high degree of challenge. For instance, in a Year 2 mathematics lesson on capacity where pupils had to estimate volume and measure liquids accurately, they worked safely with a minimum of mess to arrive at a very good level of understanding. Without being told, they applied the principles they know and understand from their science work to measure accurately and fairly. The potential for chaos in a lesson where every pupil was working with containers of water on their tables was great, but it did not happen. This was because, despite their excitement at what they were doing, they were careful, co-operative and sensible. Talking with pupils and evaluating the questionnaires the school gives to them confirms that pupils are very positive about school. They especially enjoy their lessons and the opportunities to develop their interests and enthusiasms.
7. The provision for pupils' spiritual development is good. The religious education curriculum and daily services create a good framework for developing their spiritual awareness. This is enhanced by their excitement at the discoveries they make in interesting lessons and their pride in their own achievements. A pupils' "Wow!" book records some of these elements and encourages pupils to be thoughtful and reflective.
8. The provision for pupils' cultural development is also good. Despite the fact that this school has the great majority of pupils from just one culture, the teachers work hard to widen the pupils' horizons. Teachers encourage an appreciation of art, music and drama and provide good opportunities for role-play. For example, Year 2 pupils led a service for the whole school

about the Jewish festival of the Passover. They acted out the roles of the main characters, produced pictures, used choral speaking and read their own writing to explain why the festival is celebrated and what it is about. Pupils are knowledgeable about the village where they live. They study the local area for their work in geography and history and through visits and walks. They also study contrasting locations and other cultures and have a respectful, open and enquiring attitude to visitors.

9. Pupils' moral development is excellent; fair play, honesty and respect are assiduously cultivated alongside a clear set of principles that enable pupils to distinguish right from wrong. These strongly enhance their social development which is very good. Pupils play together very well; they share activities and toys happily with few incidents or upsets. They understand about and take good care of their environment; usually remembering to tidy up after themselves without having to be told. The school council, which has now been established for over a year, has provided pupils with a very good opportunity to voice their views and choose ways in which they can enhance their school. The council members have strong views and big ambitions. They understand their responsibilities, and are delighted that the acting headteacher, who is the lead adult, has helped them to make some of the changes that they want.
10. Attendance was very good at the time of the last inspection; it is still very good. It is well above the national average. The school has very good routines to ensure this and also very good support from parents. Punctuality is good and most lessons commence promptly. Such aspects contribute significantly towards the success of pupils' learning.
11. The single case of short-term exclusion arose from particular circumstances, and the school has made strenuous efforts to ensure the successful reintegration of the pupil.

Attendance

Attendance in the latest complete reporting year (%) in 2003/04

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	119	1	0
White – Irish	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education the school provides for its pupils is very good. The consistently high standard of teaching and learning with pockets of excellence is a key element in the success of the school. The curriculum is very good and there is very good provision for pupils personal and social education. The excellent relationships between staff and pupils ensure that all pupils are well looked after and cared for. There are very good partnerships with parents, the local community and other schools and colleges, all of which benefit pupils' learning considerably.

Teaching and learning

Teaching and learning are very good overall. Very effective teaching throughout the school enables the pupils to achieve well. The quality of assessment is good. Because relationships in the school are excellent the pupils want to come to school and are eager to learn. Teaching is exciting, consistent and so the pupils work hard.

Main strengths and weaknesses

- The pupils enjoy their lessons because they are taught in a consistently effective way. Great relationships, excitement, challenge and good humour are a mark of all the teaching.
- Teaching assistants and parents make a significant contribution to the children's learning.
- There are good assessments in place to guide the teachers in their work, but the data is not yet used in a sophisticated way to track developments and analyse patterns of learning.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	12	3	0	0	0	0

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

Commentary

12. Teaching and learning throughout the school are very good. Lesson observations, discussions with pupils and scrutiny of their work show that this is reflected throughout the school. The school has improved the good teaching reported in the last inspection by a strong focus on professional development. The pupils say that they enjoy their science lessons in particular as they have lots of exciting things to do, to see and work out. The teaching of basic skills in reading and mathematics is also particularly strong. This is because of the excellent knowledge the teachers have of these subjects and the pupils in their class. They know where they are up to in their learning and so all tasks are carefully matched to the needs of the pupils. In the reception classes, the pupils are taught in small focused groups and this is successful in supporting the children and moving their learning on at a good pace.
13. The pupils enjoy their lessons and are enthusiastic learners. No time is wasted in lessons and all pupils, right from the reception classes upwards, show a very good attitude to their learning. Behaviour in classes is very good. Pupils are able to work independently on their tasks and show a very good level of perseverance. This is because they are engaged by their learning and they know that the teachers value their work; as a consequence, they are happy to work hard. The teachers are very effective in ensuring that the pupils are given very good praise and encouragement. As a result, the pupils' self-confidence and self-esteem are high. The school has developed good procedures for the early identification of pupils with special educational needs and these pupils are very well catered for in lessons.
14. The planning of lessons is very good. The teachers plan interesting and challenging lessons for the pupils who as a result say they enjoy their lessons. In reading, mathematics and science, the teachers' planning for the development of basic skills is very good and

consequently achievement is good. The talented teaching assistants make a valuable contribution to the learning in the classes, often taking one section of the class for particular focused teaching. This is an excellent use of their expertise. Another significant factor in the success of lessons is the contribution the parents make to learning in lessons. Parent helpers are welcomed into school, given specific training and they make a valuable contribution to the lessons they support. Lessons are interesting and links are frequently made between subjects, with ICT used effectively to support learning in the computer suite and the classrooms. Visitors to the school and visits to places of interest add to the breadth of study and also make the pupils' learning enjoyable.

15. Assessment is good. There are good procedures to assess the pupils achievements, especially in reading, writing, mathematics and science. Teachers use this information very well to guide their teaching and to match the pupils learning to their individual needs. Although predictions of pupils' performance are reviewed regularly, the school recognises that they are not yet rigorous enough to provide a consistently accurate tool to judge pupils' progress. Information is used well by the staff to plan the pupils work and the pupils are clear about what it is they need to do to reach the next National Curriculum level. They have a very clear picture of their own learning and can confidently say what it is they need to learn next.

The curriculum

The curriculum is very good. It is broad and balanced and provides a wide range of planned curricular opportunities for all pupils which are enhanced through good opportunities to extend learning beyond the classroom. Consequently, achievement is good. Accommodation and learning resources are satisfactory overall.

Main strengths and weaknesses

- The curriculum is exciting and relevant to the needs of the pupils.
- Curriculum planning is thorough and ensures excellent opportunities for all pupils.
- The curriculum is enriched through a wide range of extra-curricular activities that strengthen the pupils' commitment to their learning.
- Accommodation and resources are satisfactory overall. Where improvements have been made, there is a marked improvement in the quality of the accommodation, but more work needs to be done. Some resources need upgrading.

Commentary

16. The school provides a very good curriculum for the pupils. All statutory requirements are met in all subjects. The curriculum places a good emphasis on reading, mathematics and science and as a result the pupils' achievements are good. The school has further improved the curriculum since the last inspection. For example, writing is an area identified by the school for improvement and teachers are beginning to focus on this area of need so that pupils have the chance to practise their writing skills in all subject areas. For instance, recent work in geography by Year 2 pupils has been used to allow them to write a factual account of their walk around the village, and in history they have begun to construct a debate about the different types of housing they have studied. In the reception classes the teachers have managed the changes in their accommodation effectively and are using the new outdoor area well to extend and develop the children's learning opportunities.
17. Curriculum planning caters for all pupils. Teachers plan their work with great care. Activities are well balanced between the different subjects and are both stimulating and relevant. Teaching is often well structured and exciting. The provision the school makes to include all the pupils is excellent. The adoption of challenging but realistic targets in reading and mathematics has been successful in contributing to the consistent achievement of very good standards by the time the pupils reach the end of Year 2 and is beginning to have an impact on writing. These targets also ensure that the pupils are very clear about their learning and

what they need to do next to improve. Information about pupils' work is passed on so that they progress smoothly from class to class. Teachers quickly pick up their records and so there is no interruption to learning as they change classes. Transfer to the junior school is also smoothly managed.

18. The school's curriculum is enriched well by extra-curricular activities. There is a good range of clubs run by teachers and adults. Parents support the school very effectively. They come to school willingly to share their expertise and knowledge with the pupils. For example, parents have come to school to talk about fire safety, dental hygiene, an old car collection and reading for the blind. These are just a few of the experiences the pupils have had the pleasure of sharing with parents.
19. Accommodation overall is satisfactory. The school has recently had an extension to one wing of the school, which has greatly improved the accommodation for the reception classes and Year 1. The outside area for the reception children has also been improved with funds from a parent and the Parent Teachers Association. There is a well-appointed library which provides a valuable resource to the pupils. The other teaching wing of the school is to be re-modelled in the near future, so that the pupils in the Year 2 classroom will have accommodation within the school building. Although the school has an attractive aspect and plenty of hard play space, there is as yet no green area for the pupils to use. However, the school is hopeful that an adjacent area has been allocated for this use. There are a good number of talented teaching assistants who work alongside the teachers and they are valued by the teaching staff and the pupils. Resources are satisfactory, although in some areas, for example ICT and mathematics, they are old and in need of replacement.

Care, guidance and support

The pupils' care, welfare and health and safety are very good. The provision of support, advice and guidance, based on monitoring, is good as is the way that the school involves pupils through seeking, valuing and acting on their views. These aspects have improved since the previous inspection and the school provides a caring and safe environment, within which pupils' learning can flourish.

Main strengths and weaknesses

- Procedures to ensure that pupils work in a healthy and safe environment are well established.
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is a particular strength and reinforces pupils' confidence very effectively.

Commentary

20. The acting headteacher is the named and trained child protection person. She ensures that all staff are regularly briefed. There is very good liaison with the social services and all documentation is securely locked away. There are currently no looked after, refugee or traveller children attending the school.
21. The acting headteacher, in conjunction with her deputy, are the named health and safety people. Risk assessments are raised for every eventuality and an up-to-date policy maintained. All fire fighting, physical educational and portable electrical equipment is tested annually. Emergency exercises are held every term and escape routes are accessible and well marked. The police come in regularly and talk about safety and stranger danger, whilst there are also regular visits from the school nurse, educational psychologists and a range of therapists. Meals are cooked and consumed in hygienic conditions and an in-date, internet safety policy is maintained.

22. From the returned questionnaires, talking to children and observation it is clear that all pupils feel that they have someone that they can turn to for help. All staff know all pupils very well. Every pupil is well aware of their targets in literacy and numeracy and all staff give good advice and support across the curriculum.
23. Induction arrangements are caring and effective. The reception staff make pre-school visits and pupils are invited in with their parents for familiarisation. In addition, parents have a whole morning at school to meet the acting headteacher, school nurse, a governor, and a parent/teacher association member to discuss uniforms. Then reception staff talk privately to parents and discuss what a child can and cannot do and finally children start school on a part-time basis for six weeks.
24. The school involves its pupils very well. The school council is composed of all age groups and meets regularly. Recently, pupils have discussed lunchtime arrangements and Red Nose Day. Currently, they are involved in talking about murals for the outside play area.

Partnership with parents, other schools and the community

The school has very good links with parents and other schools. Links with the community are good. Overall, these have improved since the previous inspection and these aspects contribute significantly towards the success of pupils' learning.

Main strengths and weaknesses

- The strong links with parents, supported by high quality information about pupils' standards and progress in school, enhance pupils' learning.
- The school's involvement of parents through seeking, valuing and acting upon their views is growing in effectiveness and is now very good.
- The school's procedures to ensure satisfaction and deal with any concerns and complaints have improved.
- The educational links with other schools and contribution to wider partnerships enhance pupils' learning.

Commentary

25. From returned questionnaires and talking to parents it is clear that the majority considers this to be a good school for their children and consequently links with parents are very good.
26. The contribution of parents to their children's learning is excellent. The school has so many keen and trusted volunteers that it has an induction policy for them. It is able to place parents on the teaching timetable and even gets them to fill in an assessment sheet at the end of lessons. During the inspection, one father, a qualified chef, was successfully teaching pupils how to make fruit scones. Parents welcome the pupils' home/school diaries and are very keen to help with reading, projects and topics. The school appreciates its very energetic parent/teacher association, which raises considerable funding towards extra resources.
27. The school provides very good information for its parents. The prospectus and governors' report comply with all statutory requirements, and pupil reports cover all subjects, are easy for parents to understand, say what a child can do and discuss attainable and sensible targets. Regular newsletters are interesting and informative, whilst information on what children are learning is available to be seen in wallets stuck to classroom door windows. 'Meet the teacher' evenings now take place three times a year and the school has a clear and effective open-door policy. Curriculum evenings have been held on computer skills and reading.

28. The school is very good at acting on parents' views. Questionnaires and regular contact ensure ideas are put into practice. Recently, parents have planned and made a millennium garden, a foundation play area and they also suggested the three parent evenings a year, which is now operational. Complaints procedures are very good, but issues rarely need to be taken further than the current acting headteacher.
29. Educational links with other schools are very productive. The school is part of a local cluster, which shares professional knowledge by joint training sessions with other neighbouring infant and primary schools. The pupils also benefit considerably from its partnership with a local sports college. Trainee teachers are welcomed from two local universities as well as work experience and community service students from local secondary schools. Pupil transfer to junior school is very good. Early in the year, staff from both schools liaise and discuss any problems. The Year 3 teacher visits Year 2 to become well known and then, well beforehand, Year 2 pupils have two full days at their new school. They also write a full description of themselves to take with them.
30. Links with the community work well. The local vicar takes regular assemblies and mock baptismal sessions with the pupils whilst the pupils also use the church as a teaching resource in history and art. They also visit the local post office and newspaper shop as part of personal and social training and invite senior citizens in to see their Christmas play. The pupils support Harvest for the Hungry, UNICEF, Red Nose Day and Wrong Trousers Day. The school premises are used regularly by the local Out of School Club.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school is good. The acting headteacher is fulfilling her role effectively and her leadership is very good. She has had very good support from the staff and the governors. The leadership of key staff is good, the management and the governance of the school are good.

Main strengths and weaknesses

- The leadership of the school has created an ethos where staff are positive and very good team work thrives.
- The acting headteacher's commitment to equality and her genuine concern for and empathy with individuals have enhanced the quality of communication with parents.
- All key staff are very good role models for pupils.
- The governing body plays a very important role, both challenging, but in particular supporting the school in a host of ways.

Commentary

31. The leadership of the acting headteacher is calm and effective. Children, parents and staff remarked that she is dependable and available to meet people at all times. Although it has been unclear how long the current temporary leadership arrangements were going to exist, she has nevertheless established her own style in the school. She has taken over a very effective team which shares the same vision of the school and commitment to the children. The excellent relationships that existed at the time of the last inspection still exist and this has created a learning environment in which all pupils thrive. The ethos of the school is friendly, purposeful and wholly inclusive.
32. The management of the school is good. The standards achieved by pupils were considered to be very good at the time of the last inspection and, because of the effective systems in place in the school, they have continued to rise. All the subject leaders carry out their responsibilities very effectively. They have a good understanding of what actions to take to improve their subjects. The strategic plan informs them about the next steps and sets reasonable, though sometimes un-ambitious, goals. In some areas, the plan is too critical and underestimates the

potential of the school to raise standards even further. For instance, the results in science are already outstanding and appear likely to be maintained at this level, and the standard the current pupils are achieving in reading is likely to push the outcomes in the end of key stage assessments well beyond the rather prosaic ambition of being in line with similar schools. Performance management is in place and the process is linked to the strategic plan to ensure that professional development of the staff supports the aims of the school.

33. The governance of the school is good. Governors have a good understanding of the strengths and weaknesses of the school and take an active role in shaping the direction of the school policies. They are keen to find out what is working well, and give very good support when something needs to be improved. They give a lot of time and involve themselves in all aspects of the school. For instance, they are currently actively campaigning to get the long running saga of the school's new field finished. This is despite the indifference of the various agencies that are responsible for carrying out the tasks. Regular visits by governors and volunteer activities in the school ensure that the governors have a good grasp of the school's performance. The governing body challenges the leadership and management when necessary, but more often gives very good levels of support to secure the continuing success of the school.
34. The budget is well managed within tight limits and the school provides very good value for money. The acting headteacher, ably supported by the governors, ensures that spending is targeted on improving the school and, despite the very restricted nature of the budget, always makes sure that best value principles are applied to all aspects of spending. The very effective administrator is central to the smooth and efficient running of the school.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	395,582	Balance from previous year	16,749
Total expenditure	392,129	Balance carried forward to next year	20,202
Expenditure per pupil	2,993		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the reception classes is good. The school has made good improvements to the strong position reported in the last inspection. Teaching and learning are very good. The children start in the reception classes in the year they are five. Nearly all of the children have some pre-school experiences. There are at present 36 children in the reception year. There are good induction procedures for the children to start school in a carefully staged manner so that they make a secure start to their schooling. The very good information provided for parents enables a close partnership right from the earliest stages of the children's life in school. Leadership and management of the reception year are good.

The staff in the reception classes work very well together as a team. The teachers are very effective in planning very closely for all the children in the class. The teaching assistants are very effective in supporting both the teacher and the children in their work. The staff have very clear ideas about creating an effective learning environment and have found the improved accommodation a great benefit to the opportunities they are able to provide for the children. The outdoor area has been developed sensitively and provides a good space for the children to learn outdoors. The resources are satisfactory overall, but some are tired and in need of replacement. Judgements have been made about the provision and achievements of the children in the reception classes in their personal and social development, in communication, language and literacy and mathematical development. Work has been sampled in the other areas of learning. On entry to the reception year the children's attainments are generally above average. Judgements about the proportion of children likely to achieve the goals children are expected to reach by the end of the reception class show that the children are above average. The vast majority of the children are likely to reach and exceed the levels expected of them by the end of the reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching creates a calm, supportive learning environment where children learn to be independent and self-confident.
- Excellent relationships in the class enable the children to achieve well.

Commentary

35. Very good teaching in this area of learning allows the children to learn very well; as a result, achievement is good. All children very quickly learn to share the equipment, take responsibility for getting things out and putting them away again when they have finished with them. The teachers and the teaching assistants have created a calm, busy learning environment so that the children feel confident and secure. The children are keen to come to school in the morning. They set about their learning in an enthusiastic way. They are confident to contribute in lessons, giving suggestions and ideas to the staff. They do this because they know their ideas will be valued and they will be given good praise and encouragement. The staff give constant reassurance and praise and so the children develop an enthusiasm for learning, finding out and exploration. Lessons are conducted in a happy caring atmosphere and so the children learn very good social skills.
36. The staff enjoy excellent relationships with the children. This means that children know that they can talk to members of staff about their learning and their feelings. They are very clear about what is expected of them and work hard to do their best. Behaviour is very good. The children are confident and relaxed in their surroundings and consequently learning is very

effective. The children are pleased with their work. They work happily together and show a growing confidence, independence and pleasure in their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good teaching and learning ensure the children achieve well.
- Children enjoy sharing books.
- The children develop very good writing skills.

Commentary

37. Very good, carefully structured and challenging teaching enables the children to achieve well in their speaking, listening, reading and writing skills. The staff employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. This is given a high priority in both classes, with children asked to contribute to lessons and give their ideas. They speak confidently about their learning, for example one child spoke about his work in the Post Office saying that he had to pay the staff their wages. Focused supportive teaching ensures that the children learn very well in small groups. The teachers have extremely high expectations of the children and ensure that the teaching of basic skills is rigorous; and as a result, learning is carefully matched to the needs of the children and achievement is good.
38. The children show great interest in their reading books and the Big Books they share with the teachers. They identify key words in the text and words which rhyme. They are keen to demonstrate their knowledge as they have huge praise for their achievements from the staff; this causes the children to glow with pride. For example, the teacher responded to one child 'That is a really good answer'. The children are beginning to read well. They read with energy and interest, talking happily about the stories and what they think might happen next. The children have very good support with their reading at home, with parents and carers hearing the children read and helping them to learn their key words.
39. The children are encouraged to write and they show commendable achievement through the year. They write confidently and they are developing good skills. They happily write their sentences under the pictures they have sequenced about 'Goldilocks and The Three Bears'. The more able children are able to convey their thoughts and ideas by writing a number of sentences. By the end of the reception year most of the children are likely to be able to write their own simple sentences. Staff work with small groups of children giving them individual help with their tasks. Because of the very good quality teaching and careful checks of the children's learning, the children make very good gains and their achievement is good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Very good, focused teaching allows the children to learn very well.

Commentary

40. As a result of good provision the children develop their mathematical awareness very well. The children enjoy counting and are keen to count to 40 and back from 20. They happily sing

their number rhymes and identify odd and even numbers. Because there is a real sense of celebration and achievement in the lessons the children are all engaged and want to learn. For example, when the teacher describes the properties of cylinders and spheres the children are keen to take part and identify the shapes from the clues they have been given. They talk about the shapes and sort them into the correct groupings. Other children working on addition sums recognise the numbers that are missing from the sums and talk about how they have worked out what the sum is. Challenging questioning that is carefully targeted to the needs of the individual means that all the children make very good gains in their learning. Because their activities are at the correct level of demand the children do well and their learning is very good.

41. Work in **knowledge and understanding of the world** was sampled and so no judgements have been made about teaching, learning and standards. It is clear that the children have a wide range of activities planned for them to engage their interests and stimulate their curiosity. The classroom areas are bright and attractive and the outside areas are stimulating and creative environments, which are full of items to intrigue and interest. A number of parents regularly come to school to give their time and expertise to help the children in their learning. For example, a regular visitor is a father who comes weekly to bake with the children; they have made scones, biscuits and cakes. Another parent was busy helping the children to make porridge, which they then tasted to see if it was better with sugar or without. The children are also busy watching their frogspawn develop; at present tadpoles are swimming energetically around and the children know that these will eventually turn into frogs. The children enjoy their work on the computers and are keen to help each other with the different programs.
42. Work in **physical development** was sampled and so no judgements have been made about teaching, learning and standards. The children play in the outdoor area, working with a variety of activities and also have lessons in the school hall, which promotes their physical development. The teachers are making good use of the outdoor area, which has recently been improved, to support the children's learning and enquiry. The children use the wheeled vehicles, the parachute, hoops and the pirate ship to promote their learning through energetic activity. They use small equipment with increasing control, for example scissors and glue when they were making their puppets for the story of 'Goldilocks and The Three Bears'. They use pencils and felt pens well when completing their work and all enjoyed using the pins, hammers and shapes as they made their shape pictures.
43. Work in **creative development** was sampled and so no judgements have been made about teaching, learning and standards. Children enjoy a good range of well-planned, creative experiences to stimulate their imaginations. They liked dressing up as they played in the castle or the Post Office and took on the roles of the people there. The children take pleasure in their painting session with one child painting a very good picture of her friend. The children use the sand tray to make up stories about dinosaurs in their homes. They extend and develop their vocabulary, ideas and feelings through the many opportunities they have to explore and use their imaginations as they collaborate in their play.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils reach standards that are well above average in the subject.
- The teaching and learning are very good, and because of this, the pupils achieve well.
- There are many good opportunities for pupils to extend their oral skills and their reading.
- The assessment and monitoring arrangements are detailed and accurate. All pupils have clear targets for improvement which they know and understand.
- The relative weakness in writing is being addressed by providing more opportunities for pupils to undertake extended writing.

Commentary

44. The school has done well to maintain the very high level of effectiveness apparent at the time of the last inspection. Standards are continuing to rise above the national trend. In the end of key stage tests for 2004, standards in reading were well above average and standards in writing were above average. From the detailed assessments already carried out it appears that standards in both aspects will improve again this year. The leadership and management of the subject are very good. The co-ordinator has worked hard to improve practice in the subject by leading in-service training and introducing effective new ideas and systems.
45. There are several reasons for the effectiveness of this subject. Teaching is varied, challenging, interesting and often fun. Learning is enjoyable, with many activities that stimulate and motivate the pupils. The teamwork between the teachers, learning support assistants and the many volunteers is particularly effective. Pupils with special needs get very good help when it is needed, but still have a degree of independence that allows them to develop confidence in their own abilities.
46. The quality of teaching is very good throughout the school. Consequently, pupils who start school with above average levels of ability achieve well and by the end of Year 2 often attain standards that are well above average. All teachers show a strong commitment to improving the practice in the school. They have high expectations of the pupils and themselves. They produce lessons that are thoughtful, well paced, imaginatively constructed and motivating. For example, after over an hour, a Years 1 and 2 class was still totally involved in writing down new imaginative sentences following the processes the teacher had devised for them. There was no apparent loss of interest and all pupils were fully involved. The teachers explain ideas well, often using humour to inspire and involve the pupils. They make good use of the interactive whiteboards to stimulate pupils' imagination. Teachers' questioning is thoughtful lively and challenging, encouraging pupils to think about their answers. The confidence and commitment of the teachers is reflected in the pupils' positive attitudes.
47. There are good opportunities for speaking and listening, both in lessons and in front of the whole school at the daily service. On the first day of the inspection, Year 2 pupils presented and performed their own work on the Feast of the Passover for the whole school. Everybody in the class took part. There are regular opportunities for such work and this encourages pupils to be confident and articulate. This is reinforced by the excellent quality of the relationships throughout the school. Parents and other volunteers follow the processes and procedures established by the staff, further reinforcing the good practice. As a result, pupils are self-confident and mature in their attitudes; they listen sensitively and make good associations between the ideas and knowledge that is presented to them.

48. Most pupils are very good readers. Many exceed the expected levels and they read fluently, accurately and with good levels of understanding. Most pupils speak enthusiastically about books and what they enjoy reading. There is a good range of quality books available for the pupils to use and a good library. The well-structured daily reading sessions give a strong focus on developing reading skills. This is reinforced effectively by the good involvement of most parents who read with their children at home. This combination of factors explains why pupils' standards and their attitudes to reading are very good.
49. Writing is a relative weakness. Standards are still above average and in line with those of similar schools, but this is not as strong as in other aspects of the subject. The co-ordinator and the teachers have come to the conclusion that they need to build in more cross-curricular opportunities for extended writing. The inspection team agrees with this analysis. Pupils have many opportunities to write, and they do so well, but there are few opportunities for pupils to write at length. They also lack practice in evaluating what they have written and then improving it.
50. The school has devised effective systems for tracking pupils' progress. The co-ordinator and the teachers use these to evaluate what has been successful, what they need to plan to cover in future lessons, and what the targets should be for individual pupils. These are time consuming, and although used well, could be made sharper and more effective still.

Language and literacy across the curriculum

51. The provision for language development and literacy across the curriculum is good. Teachers take time in most lessons to develop and extend pupils' spoken language and their vocabulary. There are good opportunities in some lessons such as geography for pupils to write at greater length, but the staff recognise that this is not yet done often enough. In lessons such as science, pupils make good use of factual writing to record their conclusions accurately, but there are too few opportunities for extended imaginative writing.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics.
- Lessons are very carefully planned and taught so that all pupils' needs are very well met. This is because staff know where all pupils are up to in their work.
- The pupils are enthusiastic about their learning and the parents give very good help in lessons.
- The subject co-ordinator has a clear understanding of the strengths and areas for development of the subject and realises that the school needs to do more work on improving the analysis of pupils' work.

Commentary

52. Standards in mathematics in 2004 were very high for the number of pupils who reached national expectations, with all the pupils in the year group reaching the expected level and above average for those pupils attaining at the higher level. The current Year 2 pupils are expected to achieve well and attain standards well above average. This good achievement includes pupils with special educational needs and those who are identified as gifted and talented, with no significant difference observed between the achievement of boys and girls. The co-ordinator has been effective in analysing how well the pupils are doing and identifying specific areas for improvement, for example problem solving and data handling. The areas identified have been a focus for staff and school improvement.

53. The good improvement in mathematics since the last inspection is due to improvement in the quality of teaching. Throughout the school, staff are very aware of pupils' individual learning needs, which are targeted very well. By the end of Year 2, most pupils have developed a very good understanding of basic number activities and simple sums requiring addition, subtraction, multiplication and division. Higher attaining pupils double and half numbers confidently and look at shapes, considering whether they are symmetrical or not. Lower attaining pupils work on their co-ordinates on a Treasure Island map.
54. Teaching and learning in mathematics are very good. Teachers provide very well prepared lessons. They also explain the work very well so pupils know what is expected of them. Teachers are very clear about what their pupils know and can do, and what they need to do next. Pupils understand their learning as they have individual targets to work to. The pupils think their lessons are fun and enjoy their tasks; as a result, their behaviour and attitudes to their work are very good and so no time is wasted in lessons. The pupils are encouraged to give their ideas and suggestions about how they have worked out the solutions to the problems. Because their answers are valued by staff, the pupils are encouraged to be confident about their work. In a very effective lesson in Year 1, the pupils were asked to explain how they had worked out the answers to their problem; they did this with confidence and a high level of self-esteem. Another significant factor in the success of mathematics lessons is the valuable contribution the parents make to the work of the school. In one class the number of parent helpers present meant that each group of pupils had an adult to guide their work. This had a significant impact upon the learning for these pupils. In Year 2, practical, active, investigative teaching allowed the pupils to explore their ideas and come up with suggestions to answer the challenges set out by the class teacher. Learning is successful in mathematics because of the high level of individual help the pupils receive and the excellent support from the talented teaching assistants.
55. The subject is well led and managed. The quality of teaching and learning is checked and data analysed closely. The co-ordinator feels that the tracking of pupils' achievements is not yet rigorous enough and is in need of further refinement and the inspection team agree with this judgment. Resources are barely satisfactory, many are tired and in need of replacement.

Mathematics across the curriculum

56. The development of pupils' mathematical skills in other subjects is good. Teachers identify occasions when pupils need to use their mathematical knowledge, for example the understanding of how to record information on graphs is built frequently into learning. Also, in a capacity lesson the pupils were reminded about their science learning, recalling that their measuring needed to reflect a fair test.

SCIENCE

Provision in science is **excellent**.

Main strengths and weaknesses

- The results pupils achieve in end-of-year assessments are outstanding.
- Pupils enjoy this subject enormously.
- The teaching is dynamic, thoughtful and exciting. There is an excellent emphasis on learning through experimentation.
- The teachers provide rich experiences that go beyond the usual curriculum.

Commentary

57. Pupils achieve the outstanding standards because they have an excellent understanding of scientific principles and they have experienced a broad range of topics and activities. In an exciting lesson on flight, Year 2 pupils were extending their work from an earlier lesson. That

lesson had been inspired by the teacher's descriptions of Leonardo da Vinci's work. Groups of pupils had designed and made paper aeroplanes. Each child made two copies for themselves, one to work with, and one to take home. The working models had been tested, the distance flown recorded, down to the nearest centimetre, and the results graphed using an ICT program. In the follow-up lesson that was seen, the groups discussed what they thought had worked first time and what one factor they would change to try and improve their models. The debates were thoughtful, analytical and challenging. They considered weight, size, shape and many other factors that might improve lift. No pupil was allowed to dominate the groups, together they agreed on what they would do. As the teacher and the classroom assistants moved between the groups, they challenged, guided and fostered the flow of ideas. From time to time they reminded pupils about the principle of a fair test, and ensured that there was a wide range of materials for the pupils to use. Pupils adapted their models, tested and recorded the results, extending the earlier graphs. The results confounded the inspector's expectations, with the pupils' lateral thinking providing some unexpected outcomes. Whatever success or failure the pupils achieved, they recorded it all faithfully and analysed it in their notes. This lesson, although potentially chaotic, was a dynamic and exhilarating learning experience for the pupils and clearly typical of their usual science work.

58. Teachers have very good subject knowledge and the highest expectations of their pupils. These create the outstanding success of the pupils. All aspects of the curriculum are taught, but the heavy emphasis on scientific enquiry develops the great quality of their learning. By Year 2, all pupils have a thorough understanding of how to carry out a scientific investigation. They understand and use the principles of a fair test, not just in their science, but in mathematics and other subjects. They understand why they need to record their results and make very good use of ICT to help analyse what they have done. When they write up their results the teachers insist that pupils use scientific vocabulary wherever it is appropriate.
59. The leadership and management of the subject by the co-ordinator are inspiring. Her zest and flair for teaching this subject means that many pupils say that science is their favourite subject. The curriculum is appropriately structured and goes far beyond the basic requirements of the National Curriculum for this age group, yet she is constantly re-writing and extending the scheme of work to make it more interesting and more relevant. The results the school achieves with a good, but not plentiful, range of resources is remarkable. The high quality links with other subjects means that the richness of pupils' experiences benefits all their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are improving and pupils are achieving well.
- Teachers and classroom support assistants make very good use of the broader curriculum to teach ICT skills through other subjects.
- The subject co-ordinator has raised the profile and the effectiveness of the subject very successfully.
- The level of resources is satisfactory, but some equipment is old and more investment will be required to continue to improve the quality of provision.

Commentary

60. Standards are now good by the end of Year 2. All pupils, including those with special educational needs, achieve well. This is a distinct improvement since the last inspection when standards were described as only just in line with expectations.

61. Pupils are growing in confidence in their use of computers and other ICT equipment such as interactive whiteboards and video cameras. Pupils' computer skills are good in almost all respects; they confidently carry out a range of tasks with little need for support from an adult. Pupils readily explain what they are doing and why they are doing it in a specific way. They know how to save their work and print it out, they can manipulate different commands to achieve a specific result and most do so with great confidence. However, pupils are very conscious that they have access to better quality ICT facilities in their own homes. For instance, many have access to the internet and e-mail, but little use is currently made of these facilities in school. Quite simply, the resources at present can barely give adequate access, and although the long awaited upgrades have been promised for some time the school is limited by the lack of action by those responsible for providing the services.
62. The teachers and pupils have started to make very good use of digital film to record and present information. The Years 1 and 2 class made a video presentation about the signs of spring to the whole school and their parents. This was confidently and competently carried out, with pupils playing roles, writing and reading the script and presenting the information in an entertaining and informative way.
63. Teachers and support staff show a growing level of confidence in their use of ICT. They use it well to support many curriculum areas. The learning support assistant responsible for the subject is particularly effective at guiding pupils in the successful use of programs. She encourages the pupils to investigate ideas for themselves and allows the pupils to learn from their mistakes when exploring new aspects. ICT is not taught as a discrete set of skills, but is used to extend and build upon learning in other subjects. Instances were seen of ICT successfully supporting literacy, numeracy and science. In all cases the tasks focused pupils' attention well, and helped to make them enthusiastic and excited about what they were doing.
64. The subject co-ordinator is relatively new to the school and his enthusiasm and drive have been important in the promotion and development of the subject. He has a very clear understanding of how to improve standards further.

Information and communication technology across the curriculum

65. The use of ICT in other subjects of the curriculum is good. Teachers are increasingly using ICT within other subjects and it is beginning to become an intrinsic part of the pupils' learning. In the Years 1 and 2 class, pupils made good use of the classroom interactive whiteboard to complete elements of a story program, they solved simple puzzles and chose appropriate strategies to get to the next stage. In the Year 2 class, pupils used the computers to record the results of their science investigation and then they constructed simple bar graphs to help to analyse the results.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- There is a good coverage of a range of world religions.
- Good teaching of the traditions and practices of different faiths helps prepare the pupils for life as citizens in a diverse community.

Commentary

66. The school's teaching of religious education is fully in line with the requirements of the locally agreed syllabus. By the end of Year 2, the pupils reach the levels deemed appropriate in the locally agreed syllabus. The school has maintained satisfactorily the position reported at the

time of the last inspection. Pupils are well taught, and consequently learn well. They achieve well. Pupils' learning includes a range of good experiences, which results in a good understanding of different faiths. Stories, practices and traditions from Christianity, Islam and Judaism are all given good attention. The pupils understand about the different celebrations and significant occasions in these world faiths and reflect on the ways they are similar and different to each other. Service time is used well to show pupils aspects of different faiths. For example, in one assembly the pupils learnt about 'The Passover' and why it is such an important time for Jews. Such activities make a very valuable contribution to the pupils' understanding of world faiths.

67. During lessons pupils are given good opportunities to reflect on their own feelings, beliefs and responsibilities. In discussion, pupils in Year 1 talked about 'Their Wonderful World' with one pupil saying that God made everything because he was special. The pupils spoke compellingly about the need to look after the world and keep it special. Service is used very well to support the pupils' knowledge of different cultural traditions through the pupils celebrating St George's day, St Patrick's Day, Divali, Eid and The Chinese New Year.
68. In **geography** lessons, the teachers make very good use of the village environment to stimulate pupils' interest and involvement. There are very good cross-curricular links with other subjects. Pupils have written down directions to go with their map of the village. In Year 2, pupils have all written a detailed account of a walk they made around the village; this work is marked according to the literacy criteria. In a further development, pupils' numeracy knowledge is used to create simple bar graphs of the pupils' favourite village activities.
69. In **history** lessons, the teachers once again plan much of their work around the local area. The themes that are followed are relevant to the interests of the pupils, but wherever possible the teachers try to make the work as exciting as possible. The topic of homes was developed and extended into work on the great fire of London. For their study of what had happened the pupils made model houses and then under carefully controlled conditions the staff arranged for the pupils to watch as they started a small fire in one of the houses, just as had happened in Pudding Lane in the fire itself. The pupils saw how the fire rapidly spread in the cramped conditions they had created, and they saw how a fire break saved some of the houses. Such imaginative teaching clearly arouses the pupils' interest in the subject and stimulates their desire to learn more.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education

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

Main strengths and weaknesses

- Standards are very good and at times outstanding.
- Pupils work very well together, they evaluate their work thoughtfully and refine and improve the tasks they are given to make very good progress.
- Teachers are enthusiastic about the subject and this stimulates pupils to achieve very good standards.

Commentary

70. At the time of the last inspection, standards were good; there has been a continued level of development and the standards are now very good. The high quality of teaching in the school, it is never less than very good, stimulates pupils' enthusiasm for the subject and they perform to a very high standard. Teachers expect and get very good behaviour from the pupils at all times. The work they give pupils is often challenging and difficult, but the pupils rise to meet these expectations well. The high quality of the tasks the teachers set ensures that pupils get

a very good range of experiences. Only a limited section of the curriculum was seen during the inspection, but pupils are able to enthusiastically describe the full range of the work they cover.

71. Leadership and management of the subject along with that of other foundation subjects are a whole-staff responsibility. Because of the small number of teachers in the school the staff have sensibly chosen to share all these responsibilities collectively. The school has good links with a local sports college and games activities are being developed and extended to make them more challenging. Despite the fact that the new school field, which has been under development for three years, is not yet complete, staff make good use of local facilities to enrich the pupils' experiences. The extra-curricular activities that many pupils participate in at lunch time were not available during the inspection as the volunteer leader is currently unwell, but once again pupils could talk enthusiastically about the experiences they normally get.

Example of outstanding practice

An excellent dance lesson by a class of Years 1 & 2 pupils. The teacher used a theme from a story to set a series of complex tasks that pupils performed with great élan and wholehearted commitment.

The teacher, although not a specialist in the subject, introduced the theme with great skill and enthusiasm. The lesson was midway through a planned sequence of lessons, so the pupils already had a clear understanding of its purpose. Nevertheless, the imaginative role-play he used to start them moving revised the previous work and served very effectively as a warm up. The great relationship that existed between the teacher and his pupils allowed him to consistently challenge and stimulate them with a whole series of tasks that grew in complexity and difficulty. Every child was fully committed; every child was so involved that even though the lesson ran over into play they were disappointed when it stopped. However, the outstanding feature of the lesson was the subtle way in which the teacher drew the pupils into analysing their performance. This meant that at each new development, the quality of their teamwork, and their response to the rhythm of the music, grew in sophistication and excellence. As a result of the teacher's accurate praise, each child worked with pride, and made significant improvements to their performance. The lesson was not only a delight to watch, but clearly a joy for the pupils to take part in.

72. In **art and design** lessons, the teachers work effectively to develop the pupils' artistic ideas. Pupils study the work of different artists, develop their skills systematically through experimentation and produce some effective pieces of work. The pupils have created their own spider weavings using a range of coloured wools and materials. Their observational drawings of the outside areas and still-life studies show a keen examination of the area and an eye for detail. The pupils paint pictures using a restricted palette, print using a range of leaves and draw their own pictures to illustrate stories they have shared in class. The local high school has lent the school some very effective sculptures, which provide the pupils with a good inspiration and opportunity to value and wonder at the work of the older pupils.
73. In **design and technology**, the curriculum is planned well to ensure that the pupils organise their work, make their products and evaluate the end results. Food technology is a favourite with the pupils and they talked enthusiastically about making fresh fruit salad. They know it was a very healthy option for them because fruit is good for them. Here the pupils decided which fruits they were to use, cut up the fruit carefully and then recorded how the fruit salad looked and tasted. They also thought about how they would improve their fruit dishes the next time they made them. Older pupils have designed and made celebration cards constructed from their own very individual designs.
74. In **music**, all pupils have the opportunity to listen to music at the start of service, which provides a calm setting for the pupils to think and reflect. They enjoy singing songs and adding percussion to their songs. There have been regular visits to the school by individuals

from different musical traditions and also the local authority to help the pupils to develop insights to a wide range of musical styles and also music from different cultures. These have provided valuable experiences for the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There are good opportunities available to enable pupils to take responsibility across the school.
- The school is very effective in supporting the pupils' personal and social development.

Commentary

75. All pupils are involved in helping the classes and the school run smoothly. They take the registers to the office at the start of the school day and help to tidy up at the end of lessons in their classrooms. Pupils have good opportunities for involvement in the work of their school through the school council. This helps the pupils to have a better appreciation of the ways in which the school can develop and what needs to be done to improve the school even more. The school council is developing well, and gives pupils insights into the workings of democracy. Here the pupils experience citizenship in action.
76. The school has very good strategies for working in partnership with parents to help pupils to develop good social and personal skills. There are excellent role models provided by adults in the school. The quality of concern and care shown to the pupils is very good. This creates an extremely positive ethos for the personal and social development of all pupils. The school sees pupils' personal, social and health development as an important part of its work. The pupils have access to fresh fruit daily and there is a programme in place which includes work on diet, healthy lifestyles, sex education, drugs awareness and personal safety. All pupils are encouraged to take responsibility for themselves and others and make informed choices about what they decide to do. The school encourages pupils to celebrate differences between people and cultures and to understand how their own actions can affect others. The pupils learn to be active and responsible members of their school community. They are also encouraged to be compassionate about those who are struggling through adversity, for example the pupils wrote prayers for all those people caught up in the Tsunami disaster.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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

