

INSPECTION REPORT

LINTON CE (AIDED) INFANT SCHOOL

Linton, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110832

Headteacher: Miss H Greenhalgh

Lead inspector: Mr G Timms

Dates of inspection: 17 – 20 November 2003

Inspection number: 256747

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	158
School address:	Church Lane Linton Cambridge
Postcode:	CB1 6JX
Telephone number:	01223 891421
Fax number:	01223 894775
E-mail address:	office@lintoninfants.co.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Mudge
Date of previous inspection:	13 July 1998

CHARACTERISTICS OF THE SCHOOL

Linton Infant School has 158 pupils, only one of whom attended on a part time basis at the time of the inspection. Although there is a range of ability and social backgrounds, the attainment of most pupils when they enter the school is above that expected for their ages. There are 27 pupils on the register of special educational need, two of whom have statements of special need entitling them to extra support. This is below average when compared with schools nationally. The main needs are moderate learning difficulties, social, emotional and behavioural development, hearing impairment and autism. Although the majority of the pupils are of white British descent, the school has a few pupils from different ethnic backgrounds and cultures, only one of whom is at an early stage of learning English. The school receives a small amount of support for these pupils. The proportion of the parents who claim their entitlement to free school meals is well below average.

The school has gained awards for the achievement of their pupils and an International School Award. The school is involved in the Cambridgeshire Well-being Project and has achieved a bronze ECO Schools award. The members of staff are also working towards the Investors in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G Timms	Lead inspector	Foundation Stage English Creative, aesthetic, practical and physical subjects English as an additional language
11414	Mrs A Bennett	Lay inspector	
30000	Mr J Tresadern	Team inspector	Mathematics Science Information and communication technology Humanities Special educational needs

The inspection contractor was:

PBM Brookbridge Bedford Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	
AREAS OF LEARNING IN THE FOUNDATION STAGE	18
SUBJECTS IN KEY STAGE 1	21
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school and it provides **very good value for money**. The standards achieved are **very good**. The headteacher's leadership is **excellent** and provides a very clear basis for further improvement in the future. The school is very good at evaluating its performance and assessing its needs.

The school's main strengths and weaknesses are:

- Standards in the 2003 national tests for seven-year-olds were above average in reading and well above average in writing and mathematics.
- Standards among current pupils are above those expected for their ages and they are achieving well.
- The senior management team is very effective.
- The quality of the teaching is very good.
- The curriculum is broad and balanced; curricular innovation is excellent.
- Assessment is very good in the Foundation Stage and in English and mathematics, but is under-developed in science and the non-core subjects.
- The administration office is poorly located; pupils access to computers and opportunity to develop library skills is constrained by limitations in accommodation and resources.

There has been a very good level of improvement since the last inspection. The key issues raised have been successfully tackled and many other developments and improvements have been made since the headteacher, and the deputy headteacher took up their posts.

STANDARDS ACHIEVED

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

*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 is **very good**. By the end of the Foundation Stage, standards are good and children have made good progress, especially in communication, language and literacy and in their mathematical development. Speaking and listening skills are very well developed and the great majority of the children attain the expected early learning goals. In Years 1 and 2, the current standards are above average. The present Year 2 is achieving well and to attaining standards above those normally expected. The results of the 2003 national tests were well above average in reading, writing and mathematics. The results were better than similar schools in reading and much better in writing and mathematics. The high standards in writing were the direct result of the efforts the school put in to raise standards since the last inspection, through training for staff and improved teaching, with more opportunities for writing at length. Standards in science are above average. Pupils' knowledge and skills in information and communication technology (ICT) are well above those normally expected for their ages. In art and design, standards are above average. In English and mathematics, the boys attain higher levels than the girls and this is different from the national picture. Pupils with English as an additional language make very good progress and achieve standards comparable with their peers. Pupils with special educational needs are very well supported and this results in them making very good progress towards the targets on their individual education plans.

Pupils' attitudes and behaviour are very good and this supports their good progress. Attendance for the last full year was well below average, reflecting unusually high incidence of illness.

QUALITY OF EDUCATION

The quality of education is **very good**. The quality of the teaching is very good overall. Very good teaching is evident in all year groups. The teaching is good in the Foundation Stage and very good in Years 1 and 2. The teaching of pupils with English as an additional language, and of those with special educational needs, is very effective and helps these pupils to make good progress. Teachers are aware of individual pupils' needs and they provide activities and individual targets aimed at giving all pupils opportunities to learn and achieve as well as they can. The members of the learning support staff are of high quality and are well deployed by the teachers to make the best use of their time. The assessment of pupils' standards and progress is detailed and is used well to inform planning and to set individual targets. In Years 1 and 2, assessment is very good in English and mathematics. Teachers keep detailed records and these are used well to plan and to group pupils. However, this is less effective in science and the non-core subjects, and the school has recognised this in the latest development plans. The curriculum is very effective in supporting pupils' learning. In particular, the school has developed innovative weekly themed days and occasional themed weeks, which enable staff to enrich and extend pupils' learning to a very high level. The school takes very good care of its pupils' welfare, health and safety. The school now works very effectively with parents and provides them with high quality information. It makes very good use of its local community and businesses to extend the innovative aspects of the curriculum, and has good links to an inner city and overseas schools.

LEADERSHIP AND MANAGEMENT

The headteacher provides **excellent leadership** for the work of the school. The overall leadership and management demonstrated by the governing body and key staff is very good. The leadership of the headteacher is excellent and this enables staff to create an innovative and effective curriculum. The governing body provide a very good level of support and challenge. The school produces a very detailed and useful analysis of test results. The monitoring and evaluation of teaching and learning has had a very positive impact on the quality of education. The subject co-ordinators provide very good leadership in their subjects, supporting and advising other staff, as well as monitoring the quality of provision through sampling pupils' work, teachers' planning and observing lessons.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views of the work of the school are largely positive. They feel their children like school, that the members of staff treat the children fairly, and the arrangements for starting school are good. A significant proportion of the parents who completed the questionnaires would like more information about how well their children are getting on, and feel that the school does not always deal with their questions or problems well. The findings of the inspection support the parents' positive views. The amount of information provided for parents is now good and the reports are well written and informative.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve assessment procedures in science and the non-core subjects;
- Improve the accommodation and resources so pupils have more access to computers and library books.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well and current standards are above average.

Main strengths and weaknesses

- The standards in the most recent national tests were well above average in reading, writing and mathematics.
- Standards have improved at a rate faster than that found nationally.
- Both boys and girls achieve well, but the boys outperform the girls and this is different from the picture nationally.

Commentary

1. When children enter the school, they demonstrate a wide range of attainment. In recent years, the level of attainment on entry has improved and for the current Reception classes it is above average, although there is a range within each class. In the past, pupils had a below average level of attainment on entry, while for the present Year 1 attainment on entry was broadly in line with the levels expected for their age. Children make good progress in all areas of learning and the majority are on line to meet the expected early learning goals by the end of the year, with a significant proportion likely to exceed them. Their achievement in the Reception year is good.

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

Standards in:	School results	National results
reading	17.3 (17.1)	15.7 (15.8)
writing	16.7 (16.0)	14.6 (14.4)
mathematics	18.4 (17.9)	16.3 (16.5)

There were 54 pupils in the year group. Figures in brackets are for the previous year

2. The national test results in 2003 showed that attainment in reading, writing and mathematics was well above average. When the results are compared with those of schools taking pupils from similar backgrounds, attainment was above average in reading and well above average in writing and in mathematics. The test results have improved over time and at a faster rate than has been the case nationally. The pupils with special educational needs achieved well and the cohort had no pupils with a home language other than English.
3. The pupils who have worked in small groups with teaching assistants to boost their skills, for example, with phonic work, made good progress and achieved well in the national tests. The more able pupils also achieved well. Analysis of the pupils' attainment on entry shows that although the results in reading were above average for similar schools, there was some underachievement among a few pupils last year. The school is aware of this and reading skills remain a focus for further improvement. However, the value added to their writing and mathematical skills was better than that expected given their attainment on entry and better than that achieved in 2002.
4. Overall, boys attain higher levels than girls and this is different from the national picture. There is little evidence to explain why this should be. However, in ICT it was evident in one lesson that the boys were more forthcoming and the girls more passive when answering questions. This was not repeated in other lessons to any significant extent. The standards in ICT are well

above those expected for their ages. Standards in last year's teacher assessment in science were well above average. The school has set challenging targets, based on the pupils' prior attainment for the coming year, and the available evidence points to current standards that are largely above average.

5. Although the current standards in Year 2 are still above average, most pupils are unlikely to attain the levels achieved last year. This is due to the lower attainment on entry of this cohort and the proportion of pupils with special educational needs. In English, standards are above those expected in speaking, listening and writing. Reading standards are also strong and many of the pupils read fluently and with expression. In mathematics, standards are consistently above average.
6. In art and design, standards are above those expected for pupils of this age. They develop good skills, achieved due to the very effective teaching of the use of basic materials and media. Standards among the pupils learning recorders are above those expected. From the available evidence, the standards attained in history and geography are above those expected for pupils of this age.
7. Pupils with English as an additional language make very good progress and achieve standards comparable with their peers. Flexible arrangements are used to place pupils with the appropriate class, even if this does not match their age. This system was used very successfully with a pupil with no English when he entered the school in order to immerse him in the language through the play-based activities available in the Reception class.
8. Given their prior attainment and capability, pupils with special educational needs achieve very well because of the very good support provided by the school. The majority of pupils are making progress at a rate equal to or above average national expectations. Each year a significant number of pupils make sufficient progress to warrant their removal from the special educational needs list.

Pupils' attitudes, values and other personal qualities

Pupils really enjoy school. They are keen to get involved in all the day's activities and behave very well throughout the day. They are given opportunities to flourish, and they relish the responsibilities given to them to care for others. Their attendance was poor during the last full academic year.

Main strengths and weaknesses

- Pupils have very good attitudes towards learning.
- Pupils behave very well.
- School makes very good provision for their personal development.
- Provision for spiritual, moral, social and cultural development is very good.

Commentary

9. Pupils show a willingness to get involved with all that is on offer in school. In class they show very good attitudes towards their learning and co-operate well with each other. They behave very well, because there are clear, established expectations for good behaviour, which pupils follow, and as a result they are very clear about right and wrong. There have been no exclusions, because the school works hard to be inclusive.
10. Pupils' behaviour in the playground was a key issue in the last inspection, and this has been very well addressed. The playground is now fully fenced, giving well-defined, safe spaces for play. Older pupils take turns at playground duties, wearing tabards for identification. They look out for those on their own or injured. A boy with a sore eye was quickly spotted by a girl on duty and escorted to a first aider. No incidents of bullying or any other anti-social behaviour were observed. Pupils and parents are confident that any reported incidents are dealt with

immediately. The school is still working on improving the consistency of approach to behaviour management at lunchtime, through monitoring their work and offering training to midday supervisors.

11. The democratically elected school council and ECO council give these young children their first taste of thinking through problems and taking responsibility. At the children's suggestion, there are garden flowers in the school each week – not bought, they told an inspector “we have to grow them or get them from Grandad's garden.” They take good care of the school grounds using litter-pickers, and compost their break time fruit cores and peels. This is very good for their social development.
12. A very strong feature of pupils' spiritual development in lessons is the challenging oral work that takes place, encouraging pupils to reason and reflect around the topics they are studying. For example, in a Year 1 class the teacher arranged for a mother to bring her newly born baby into the lesson. The teacher then capitalised upon the spellbound reaction of the class by encouraging the pupils to raise questions and ideas about what babies can and cannot do and to think about babies' needs. Pupils have a very good sense of right and wrong and this is manifested in the very good behaviour seen throughout the school. All classes have sets of class rules, negotiated with the pupils and reinforced with illustrations of each rule drawn by the pupils. In assemblies, pupils reflect upon stories containing messages relating to human issues and offer their responses and thoughts on principles they feel should apply.
13. The social development of the pupils receives a lot of attention and results in very good awareness amongst the pupils of the responsibilities of being members of a community. For example, pupils explore the meaning of terms such as 'fairness' and 'sharing' and put these into effect in the way they co-operate during their work, showing a concern for one another's rights and needs. This is reinforced and extended by pupils taking responsibility as helpers in class and around the school, by participating in the school and ECO councils, by taking part in charity events and by acting as 'buddies' to support newcomers. Pupils have a very good appreciation of their own and others' cultural traditions. The pupils explore features of life in other cultures including food, festivals, lifestyles and environments. To achieve this understanding, in addition to studies the pupils make in religious education and geography, the school holds an international week each year and has established working links with a school in Africa and another in London.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.3	School data	0.1
National data	5.4	National data	0.4

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

14. Attendance has varied in the last four school years from well above the national figure to well below it in the most recent year, when attendance was 3.4 per cent lower than in the previous year. The school's monitoring is not picking up these trends, and because the absence is all authorised, support from the education welfare service is not available. Pupils, well supported by their parents, arrive punctually to school in the morning.

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	138	0	0
White – any other White background	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Black or Black British – Caribbean	1	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	11	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 provided by the school is **very good**. The quality of teaching and learning is very good and the curriculum provided for pupils is very good, enriched to a high level and innovative.

Teaching and learning

The teaching and learning throughout the school is of a consistently high standard and this is having a positive impact on achievement and standards.

Main strengths and weaknesses

- There is very good teaching throughout the school and in all core subjects.
- Pupils are learning very good working habits and skills to prepare them for later schooling.
- The teaching assistants provide very good support for teachers and pupils.
- The marking of pupils' work is of high quality.
- The assessment of children's progress is very good in the Reception classes and in English and mathematics, but under-developed in science and the non-core subjects.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3 %)	14 (44 %)	12 (38%)	5 (16 %)	0 (0 %)	0 (0 %)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. Very good teaching is evident in all year groups. Overall, the teaching observed during the inspection was good in the Foundation Stage and very good in Years 1 and 2. The teaching of pupils with English as an additional language is very effective and helps these pupils to make

good progress. Teachers are aware of individual pupils' needs and they provide activities and individual targets aimed at giving all pupils opportunities to learn and achieve as well as they can. Lessons are sufficiently challenging for all pupils. The best teaching makes effective use of the interactive whiteboards to make explanations clear. For example, in one very good lesson in Year 1 this enabled the teacher to save time and support pupils' writing about their reading book characters by displaying illustrations and key words on the board.

16. The pupils' learning skills are being very well developed throughout the school. The good relationships with teachers reinforce their listening skills and their ability to concentrate for a significant length of time. Pupils learn the advantages of using computers when writing and editing, and how they can improve the display of their work. However, this is limited by the pupils' access to computers. Very good use is made by teachers of different methods to reinforce learning. In one mathematics lesson, for example, the teacher used construction bricks to illustrate addition patterns and this enabled the pupils to observe the patterns in the real world.
17. The members of the learning support staff are of high quality and are well deployed by the teachers to make the best use of their time. When working with individuals or groups of pupils, the very good relationships the support staff create with the children support the effective learning that is clearly taking place. The communication between teaching assistants and teachers is good, and the members of the support staff are aware of what the objectives are; they let teachers know the results of their work and how well the objectives were met.
18. The marking of pupils' work is very effective in helping children to understand what they did well and what they need to do to improve further. This is done through discussion with pupils during lessons, through comments written in books when the work is marked, and exceptionally, through sticky notes added to work to give children specific targets and ideas for improving their work. These systems represent a large time commitment by the teachers but their worth is proven by the way the pupils read and follow up the notes and by the very good progress made throughout the school.
19. The assessment of pupils' standards and progress is detailed and is used well to inform planning and to set individual targets. In the Reception classes, the assessment is based on the achievement of statements related to the six nationally agreed areas of learning. This is added to by detailed observations of groups and individuals, often carried out by teaching assistants, and by the use of sticky notes to record instant learning moments as the day progresses. All of this information is collated by the staff and used in planning activities, tasks and in grouping children. In Years 1 and 2, assessment is very good in English and mathematics. Teachers keep detailed records and these are used well to plan and to group pupils. The very good analysis of test scores is also used well to ensure the work is appropriately challenging given the pupils' prior attainment. However, this is less effective in science and the non-core subjects, and the school has recognised this in the latest improvement plans.
20. The very good quality teaching of the pupils with special educational needs is a key factor in the achievement of these pupils. Learning experiences are well matched to the needs of the pupils on different stages of the Code of Practice. They also relate well to the clear and specific targets set out in the pupils' individual education plans prepared by teachers. Assessment procedures are detailed and very thorough. The identification of both pupils with special educational needs and gifted and talented pupils is made according to clear criteria. Learning support staff record the attainment of pupils with special educational needs in every appropriate lesson against the targets set in the pupils' individual education plans. The class teacher monitors these records closely, together with the special educational needs coordinator. Reviews of pupils' progress are held at least every term. Pupils are well involved in the assessment of their work and in setting their personal learning targets, helping them to understand what they need to do to improve.

The curriculum

Provision is **very good** overall although some aspects of resources accommodation and resources are unsatisfactory

Main strengths and weaknesses

- The breadth and balance of the curriculum are very good. The curriculum has excellent innovative aspects that are enhancing the quality of learning.
- Opportunities for enrichment are good and extend the pupils' experiences through clubs, and cultural visits.
- The match of teachers and support staff to the demands of the curriculum is very good, resulting in good teaching and very good achievement by the pupils.
- Accommodation for computers, the library and school office is unsatisfactory.

Commentary

21. The very well planned curriculum takes full account of national guidance and is not only broad and balanced but is also innovative. The innovative aspects of the curriculum are particularly apparent in the themed, integrated studies day that is part of the weekly programme of each class. This allows a significant amount of time for the pupils to make in-depth studies of subjects that are relevant to the chosen topic theme and offers the opportunity for the pupils to appreciate the relationship between different subject areas. Further innovation has been initiated by linking the school with others, one in Africa and one in London, to enrich the opportunities of the pupils to explore the world around them. These features contribute strongly to a curriculum that motivates the pupils, giving them a strong sense of purpose and contributes well to their high levels of achievement. The curriculum is very effective in providing for personal, social and health education and is highly inclusive, ensuring that all pupils have equality of access and opportunity.
22. The provision for pupils with special educational needs is very good. The substantial majority of them experience difficulties with literacy and numeracy and are one or more years behind the national expectations for their age. The other pupils have long-term difficulties that are of a communication and interaction, cognition and learning, behavioural, emotional and social, sensory and physical nature. There are nine pupils identified as gifted and talented, which is six per cent of the pupils at the school. Most excel in literacy, numeracy and science but the criteria encompass all subjects and some pupils have particular talents in creative work and art.
23. The school provides good opportunities for learning outside the school day through activities such as the French club, a recorder club and a football club that is attended by boys and girls from Years 1 and 2. Participation in the arts and other events is very good with support for charity events, visits to museums, musical concerts and to a local print company to develop artwork.
24. Teachers and support staff are very well matched to the needs of the curriculum in terms of their numbers, expertise and experience. Teachers work very well together to plan their lessons and teachers and support staff work closely together to ensure high quality learning experiences for the pupils. Teachers and support staff continue to improve their expertise by attending regular training courses appropriate to their roles and functions.
25. While the provision of resources is good overall, the number of computers available in each class limits the number of pupils who can work on them at any one time. Accommodation is also good overall but the school currently lacks a library and the school office and Reception area remain in a location that makes access to them difficult.

Care, guidance and support

The school takes **very good** care of its pupils' welfare, health and safety. Pupils are helped to achieve their best academically and to be involved actively in their school community.

Main strengths and weaknesses

- Pupils' welfare is prioritised.
- Pupils' individual needs are addressed very well.
- Success of governors in providing secure grounds.
- The new caretaker needs health and safety training.

Commentary

26. The members of the school staff know their pupils really well - as one parent pointed out "since babyhood" - and have a comprehensive understanding of their achievements and development. The headteacher makes pupils' welfare a priority. She has undertaken much additional training so that she can lead the staff effectively in this area. Parents feel she is approachable and they value her commitment. This is a very inclusive school, all pupils are welcomed, and very good provision made for their needs. The appropriate child protection procedures are in place and there are very good links with other agencies, with time committed to multi-agency meetings. Very good care is provided for pupils who are injured or unwell with pupils encouraged to care for each other.
27. Governors have been tenacious and determined in dealing with a health and safety issue from the last inspection, and the school is now properly fenced. Parents and staff acknowledge the difference this has made providing safe grounds, and helping to improve pupils' behaviour at play. Governors are now actively pursuing training in health and safety matters for the newly appointed caretaker. Pupils are confident that there is an adult they could turn to if they so needed. Class teachers understand their pupils well, as indicated by the quality of their end of year reports. The school's very good assessment systems give them the information they need to challenge and support each pupil. The induction arrangements for children starting school in the Reception classes are good and there is a good level of information for parents about the routines and expectations.
28. Pupils have very good opportunities to contribute to the school's work, even though they are so young. Their views are sought through the school council and the ECO council and their contributions acted on and valued. Pupils with statements of special educational need are fully involved in their learning targets.
29. Pupils with English as an additional language are very well supported and cared for. They are provided with appropriate work and the provision is targeted at their individual need. The school seeks support from the local authority where appropriate and this has been successful in supporting pupils at an early stage of learning English. In addition, the school is very proactive in promoting and supporting other cultures, including those of pupils in the school, through its personal and social education.

Partnership with parents, other schools and the community

The school now works **very effectively** with parents and provides them with high quality information. It makes **very good** use of its local community and businesses to extend the innovative aspects of the curriculum, and has links to an inner city and an overseas school. This aspect has significantly improved since the last inspection.

Main strengths and weaknesses

- There is very good quality written information for parents.
- Excellent links are established within and beyond the local community.
- There are well-established links with other education providers.

Commentary

30. Communication with parents, a key issue at the time of the last inspection, has been transformed. Parents are now very satisfied with the school's work. Over ninety per cent say that: their child likes school; teaching is good; staff expect their child to work hard and do their best and explain how they can help their child at home. The members of staff provide a good range of interesting activities, and encourage their child to be independent. The numbers of parents willingly involved with the Parent-Staff Association also shows the high level of support.
31. The school is now very good at providing parents with the right amount of relevant information so that they can encourage their children at home. Each term they receive written curriculum details, and parents are regularly helped to be involved through reminder boards. Parents' consultation meetings review pupils' targets and set new ones. End of year reports are of very good quality, and show very good understanding of the pupil. They are very thorough, and give details of the child's achievements against national expectations for their age in each subject area. They are clear about the child's strengths and weaknesses, provide targets for improving their work and share with parents the formal school assessment information. Parents are consulted regularly, and the school is flexible and responsive to them over the timing of workshops and presentations. Any concerns or complaints are dealt with immediately. The school's partnership with parents of pupils with special educational needs is very good. Parents speak very highly of the support and guidance they receive and are very grateful for the high standards of care shown.
32. The school location in the centre of the village, adjacent to the church is symbolic of its place at the heart of the community. People from the community use the premises regularly, and a number from the church work in the school. The innovative curriculum has led to excellent use being made of local businesses, an inner city school in London and a township school in South Africa. Pupils' experiences are greatly enriched as they understand and apply the things they learn. The school has very close links with playgroups and the other schools within the village. A wide range of work experience and teacher and childcare training placements benefit both parties.

LEADERSHIP AND MANAGEMENT

The headteacher provides **excellent** leadership for the work of the school. The overall leadership and management demonstrated by the governing body and key staff are **very good**.

Main strengths and weaknesses

- The leadership of the headteacher is excellent and this enables staff to create an innovative and effective curriculum.
- The governing body provide a very good level of support and challenge.
- The school produces a very detailed and useful analysis of test results.
- The school gives very good value for money.

Commentary

33. Since taking over after the last inspection, the present headteacher has worked very hard and very successfully to improve the quality of education and to raise standards to their present high level. Much of this work was done at a time of financial hardship when the headteacher

had no deputy and a heavy teaching commitment. Together with the deputy headteacher and senior staff, she has created an effective senior management team to lead the work of the school. She has a very clear vision for the school and enables staff to innovate and try new methods and ideas such as, for example, the introduction of the weekly themed day. The monitoring and evaluation of teaching and learning have had a very positive impact on the quality of education, and this has been done with sensitivity but with equal measures of support and challenge. The key issues raised at the last inspection have been very well addressed and the improvements analysed to assess their impact on the school's work. In particular, the partnership with the parents has been very effectively improved and this is reflected in their positive feelings about the school. The subject co-ordinators provide very good leadership in their subjects, supporting and advising other staff, as well as monitoring the quality of provision through sampling pupils' work, teachers' planning and observing lessons.

34. There is excellent analysis of test results and tracking of pupils' progress. This work provides the school with a high level of information about the progress of different groups of pupils. For example, analysis shows that the pupils working on phonics with a support assistant made very good progress, as did those who had early literacy support as they were felt to be underachieving. This level of information makes it easy for teachers to target their teaching and activities specifically at certain pupils to help them raise their standards to those of the best.
35. The school improvement plan is the main focus for improvement in the school. This has evolved over time to become a practical and useful tool. All members of staff are now involved in contributing to the planning. It is regularly evaluated through staff and governors' meetings and evaluations are added to the document during the year. Performance management is in place for teaching and almost all non-teaching staff. The system includes whole school objectives, which are clearly known to everybody, as well as specific personal objectives. Members of staff attend a lot of in service training to keep their skills and knowledge up to date. The headteacher analyses this in great depth, by subject for example, and this provides a comprehensive record of training and areas that have had little recent input.
36. The leadership and management of the special educational needs co-ordinator are very good. She demonstrates clear vision and sense of purpose in writing and implementing development plans and has been the initiator of a database covering a local cluster of schools and has also initiated half-termly cluster meetings for special educational needs coordinators. Administration is carried out very thoroughly. She supports planning and she monitors teaching, pupils' work, attitudes and progress and provides feedback to both individuals and in staff meetings.
37. The governing body offer the school a very good level of support and challenge. The structure of committees is appropriate and enables the work to be carried out efficiently. Governors are linked to subject co-ordinators and meet with them on a termly basis to discuss current issues. A secure website has been set up for the use of the governing body as an efficient way of making the headteacher's reports and governors' minutes and meeting agendas available.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	387 881	Balance from previous year	45 110
Total expenditure	337 881	Balance carried forward to the next	50 000
Expenditure per pupil	2 152		

38. The large amount budgeted to be carried forward for the last two years was to support building work that the school was hoping to have done to create a new computer suite and library, and

office provision. This work has been delayed at present due to reasons beyond the control of the school. The governors, administrative staff and headteacher work closely together to set and monitor the progress of the budget, based largely on the priorities agreed in the school improvement plan. The expenditure per pupil is broadly average and the school works hard to ensure best value in all aspects of its work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for children in the Foundation Stage is good. The attainment of children entering the Reception classes is steadily improving from year to year, and this is clear from the assessments made soon after they have joined the school. The cohort who took the Year 2 tests in 2003 was below average when they entered the school. The present Year 1 and 2 are broadly average, but the current Reception children have an above average level of attainment. A particular strength is their speaking and listening skills, and their social and emotional development, and these strengths support their learning and have a positive impact on their good progress. Even so, there is a wide range of ability reflecting their pre-school experiences. Individual targets are set for children and shared with parents. In addition, the staff complete detailed group observations as part of the assessment of children's progress. They make effective use of digital cameras to record activities, alongside notes to record individual learning during the day.
40. The teaching is good and the teachers and other staff make a very effective team. They have very good, productive relationships with the children. Good use is made of the accommodation, particularly in giving pupils a high level of independence in selecting activities. The curriculum is very well planned with each day offering a range of adult-led and child-initiated activities. Assessment is detailed and effective in helping plan suitable learning experiences for all children. The use of sticky notes enables teachers to make quick assessments that can be referred to later when completing records. For example, in one session, the teacher noted a child's first use of the role play activity on a voluntary basis.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have good social skills and they co-operate well together in activities.
- They behave well and listen attentively to adults.
- They are helped to develop a good level of independence.

Commentary

41. The teaching is good and most children will attain the expected early learning goals by the end of the year. Children develop good social skills quickly building on the work they have done in a range of pre-school settings. They have many opportunities to take part in activities requiring co-operation and the sharing of resources, and they achieve well in this aspect. One group took advantage of a rainy day to build and test a shelter to see if it was waterproof. This required a high level of co-operation.
42. Children respond to teachers and other adults well. They comply with requests quickly and this results in lessons starting promptly and little time being wasted between activities. Children work and play together well with little falling out or disagreement. When changing for physical education, or to go outside, they are able to do so quickly and sensibly.
43. The members of staff have devised a system for children to select activities and attach their name to a picture of the activity. This enables them to take some responsibility for their learning and for staff to monitor the children's choices. Children are able to work alone and quietly when required but also to work together and to negotiate and share resources, as when, for example, they are using the role-play area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well during the Reception year.
- They have good speaking and listening skills.
- They develop good early writing and reading skills.

Commentary

44. The teaching is good and results in good levels of achievement among the children. Most will achieve the expected early learning goals by the end of the year. The majority of the children know the initial letter sounds and have a good knowledge of the characters in the main reading scheme. Early in the year, the average and less average children are developing emergent writing skills, and writing letters but few recognisable words. However, they are able to retell what the writing represents. More able children are able to read a good selection of keywords and when starting school can write their names accurately. Less able children learn to write their names by tracing over the teachers' writing. Most children can order a set of given words into a sentence based on their reading scheme characters. In phonic lessons, children can recognise the initial sound of an object such as a cow or a tiger. More able children can recognise sounds such as 'sh.' Teachers question children well to get them to discuss the characters and events in a story from the illustrations. Children are confident using books and enjoy discussing the illustrations. Very good use of the outdoor area enabled groups of higher attaining pupils to search for objects and sort them by their initial sounds.
45. Children are articulate and happy to speak with adults and to each other. They have good listening skills and take part in circle times and class discussion confidently. They have many opportunities to answer questions and are encouraged to speak in clear sentences. Teachers take very good opportunities to develop these skills through a range of activities. For example, after a story about fire fighters, one group of children based their role-play activities for two weeks on this, including devising their own uniforms from available resources, and this involved them recreating and using appropriate language for the role.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Number work is inherent in many of the daily activities.

Commentary

46. The children can count to 10 and the average and above average are beginning to develop early subtraction skills. Less able pupils are counting to five and learning to order and recognise the names of numbers. A lot of the daily activities involve work with two- and three-dimensional shapes. Good use of the correct technical vocabulary also adds to the children's communication skills. In one lesson, children counted a set of objects they had been given accurately and then added these to their partners to make a total up to 20. Many opportunities are taken by staff to count and the classrooms are filled with displays and activities relating to number work. Children can draw objects to a given number, such as five apples in a tree or peas in a pod. They know the names of common two dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The outdoor area is used well to extend children's experiences of the world.
- Very good use is made of the immediate locality to enhance pupils' knowledge and understanding of the world.

Commentary

47. The teaching is good and the provision for this area is good. The outdoor area is used very effectively for large construction and wheeled toys. In one activity, for example, children built a bridge to cross a river, which they could actually stand on and walk across. They have investigated the properties of water such as freezing and creating bubbles, and joined large tubes to create a water flow. During the inspection, children built a wall using large wooden bricks and sand. During this activity, they co-operated well, sharing the resources and making suggestions to each other. On another occasion, children took part in role play involving road safety, zebra crossings and road menders. They began to work together well, co-operating to work road signs from stop to go and to respond to the crossing signal.
48. During the inspection, the children visited the church and were taught a great deal about the parts of the church and the church furniture. One of the teachers, who is also a bell ringer, showed children how the bells worked and they were able to have a turn at doing this. Other members of the church community showed groups around and explained the purpose of, for example, the font, pulpit and altar. The children were extremely receptive and interested, and made very good gains in their understanding of the church. This work was enhanced by the very good preparation before the visit.
49. Children have good opportunities to use computers and are able to create imaginative patterns using art software. The more able can create pictures, change the colour of their tools and print their pictures independently. They also have opportunities to listen to recorded stories.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There is very good use of the outdoor area for large construction toys and recycled materials.
- In the hall children learn to move confidently and with growing awareness of others and of their own bodies.

Commentary

50. Colouring work shows good control of the medium. Children have many opportunities to use pencils, crayons, paintbrushes and scissors, which they do with growing control. They use climbing frames confidently and make imaginative use of a range of large construction equipment, blankets and boxes. In one task, they built bridges that they could actually walk across. In one very good lesson children used the outdoor area for riding wheeled toys while role playing the use of a zebra crossing, and traffic lights at road works. In physical education lessons children demonstrate good levels of balance and they move confidently and safely around the hall, staying aware of the movements of others.

CREATIVE DEVELOPMENT

51. Insufficient work was observed in this area of learning to make a secure judgement about provision, although the evidence from displays and photographs indicates that it is likely to be at least good. Children create large friezes from collage and paint showing hedgehogs and autumn colour. They have opportunities to use clay to make models such as snakes. Self-portraits show a wide range of differing levels of skill and maturity. The teachers clearly provide good opportunities for children to use a wide range of art materials.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average in reading and writing.
- The weekly themed day provides very good opportunities for pupils to write at length.
- The quality of the teaching is very good.
- The subject leadership is of very good quality and has contributed to the very good improvement since the last inspection.
- Literacy skills are used well in a range of subjects but the school lacks an effective library.

Commentary

52. The pupils are grouped by their prior attainment across each year group. This enables teachers to focus their whole class teaching more closely on the needs of the whole group. However, within each group there is still a range of ability and the individual targets set for pupils provide teachers with a good guide for setting work at an appropriate level. Standards in reading and writing are above average in Years 1 and 2 and the pupils achieve well. Progress is good. The top set in Year 1 are working at a very high level for their ages and the very good teaching ensures they are very familiar with books and the different parts of books and how they work, such as contents, blurb and setting. The scrutiny of pupils' work shows that the higher attaining Year 2 pupils are already working at a level beyond that expected by the end of the year, and the middle and lower attaining pupils are working at the level expected by the end of the year.
53. Each class has one day a week when they complete a themed piece of work based on one topic but involving a range of subjects. Although these days provide a very good opportunity for extended and imaginative writing, the development of pupils' research skills is hindered by the lack of an effective library due to delays in planned building improvements. In recent writing based on Remembrance Day, one higher attaining pupil in Year 2 composed a very moving letter home from a soldier who had survived the war. This showed a very mature understanding of the likely feelings of relief and loss, and was written both accurately and neatly. Other styles of writing include instructional, such as how to look after a pet rabbit, and retelling a story, such as the legend of Rama and Sita.
54. The quality of the teaching is very good. Teachers compare and discuss their marking of pupils' work together and this ensures all are familiar with the standards expected at different National Curriculum levels. Innovation is a regular part of the teaching and has a positive impact on standards. For example, the recent adoption of a new handwriting system resulted in over 90 per cent of pupils achieving well above average standards in a recent assessment. The improvement since the last inspection, especially in writing which was a key issue, has been very good. When the school recognised a weakness among some pupils' reading skills,

they addressed it very effectively through altering the opportunities for one-to-one reading with adults. The teaching of small groups of lower attaining pupils by learning support assistants has been effective in raising standards and enabling those pupils to achieve a higher level than may otherwise have been the case. In the most recent national tests, for example, all those involved reached a level higher than that expected. The work is well planned and structured for this and the members of the support staff communicate well with the teachers so all know what is expected and are clear about the objectives of the work. Teachers make good use of ICT in lessons through both interactive whiteboards and through the children's use of computers.

55. The subject leadership is very good. The co-ordinator has attended a range of in-service training and led training for staff. This has had a positive impact on standards, as, for example, is the case with recent training about pupils' guided reading in small groups. The co-ordinator monitors the teaching, learning and standards throughout the school. This work has included, for example, monitoring the use of literacy in other subjects. Test results are analysed to assess where weaknesses occur and these are addressed as part of the school's continual striving for improvement. The co-ordinator has a clear leadership role and has an important input into the school development plan. The views of parents have also been taken into account by responding to the results of a questionnaire regarding reading at home, and this has resulted in the provision of some more advanced books. The school provides very good support for parents of pupils with special educational needs to enable them to help their child at home in the most effective way.

Language and literacy across the curriculum

56. In ICT lessons, and through other subjects, pupils learn to use a word processor. They develop good keyboard skills although the displayed work does not always reflect sufficient editing and self-correction. In all classes, displays make good use of vocabulary helping to familiarise pupils with the language necessary for work in, for example, mathematics, history and science.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards have shown significant improvement over the past four years, strongly supported by the very good and dedicated leadership of the subject coordinator.
- The quality of teaching is good offering pupils high levels of challenge and enabling them to make good progress.
- Learning support assistants contribute very well to pupils' learning and progress throughout the school.
- Pupils engage enthusiastically in their tasks and generally achieve well.
- Marking is carried out regularly and is supportive but in some pieces of pupils' work, consistent errors receive insufficient comment.

Commentary

57. The hard work of the coordinator and teachers has resulted in the current high standards of work compared with all schools nationally. These standards are slightly lower than those attained in the most recent national tests. This reflects variations in attainment on entry between different year groups and is not directly related to variations in teaching effectiveness. This success has been achieved through the very good support given by the coordinator to teachers and learning support assistants, ensuring that they receive the benefits of her training in staff development meetings. The teachers undertake very detailed analysis of pupils' work

and of test results. The information gained is used to identify areas for improvement and to set targets for specific pupils as necessary.

58. Teaching is good and even though pupils are taught in class sets that have been determined by attainment, teachers offer very good further challenge to pupils by setting tasks that match different individuals' needs within the sets. For example, in a Year 1 higher ability set, all the pupils worked on addition and subtraction tasks but the highest attaining pupils within the set were working at a more advanced level adding and subtracting numbers up to 1000. This work is above the standard expected nationally of average pupils by the end of Year 2. All the pupils make good progress and achieve well. Teachers mark work regularly and give positive written and oral feedback to encourage the pupils. In some instances, however, errors are not identified or corrected as when, for example, the continued use of digits written in reverse was not corrected.
59. Teachers deploy the learning support assistants very well and this has a very positive impact on the provision. The planning is very thorough and the support assistants are confident and very well prepared for their work with particular pupils. The pupils respond well to all adults who work in the school and because of this, they make good progress.
60. Pupils work with enthusiasm in response to the lively teaching and varied activities that proceed at a good pace in the majority of lessons. The pupils participate well in mental and oral sessions, using different strategies to arrive at answers. Pupils engage willingly in both individual and group tasks, helping them to be productive and to attain good standards in both Year 1 and Year 2.

Mathematics across the curriculum

61. Pupils make good use of their mathematical skills in other subjects. For example, in ICT they complete bar graphs relating to a range of data, while in geography they use standard measures to record the weather. In history, they sequence numbers when expressing dates to develop their understanding of chronology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The subject coordinator provides very good leadership and management, contributing to a significant improvement in standards and these are now above average.
- The quality of teaching is good, providing pupils with stimulating investigative activities and challenging their reasoning powers through discussion.
- Pupils enjoy their science work and are eager to express their ideas.
- Assessment data is not used to track the progress of individual pupils.
- There is insufficient challenge for higher attaining pupils through the setting of specific higher level tasks.
- In Year 2, the attainment of boys is better than that of girls, reflecting slight underachievement amongst the most able girls.

Commentary

62. Very good management of the subject has helped to make a significant impact on standards. The standards of work seen during the inspection are above that which is typical nationally but by the end of Year 2, standards are likely to be well above the national average. This is a marked improvement upon the standards found at the time of the last inspection and has been achieved through the dedicated efforts of the co-ordinator and staff. The co-ordinator has

ensured that all teachers have access to very good quality medium term plans. She provides staff development through meetings to enrich teachers' ideas and staff are encouraged to attend a range of training courses to develop their skills further. The co-ordinator also monitors teaching and pupils' work regularly, making use of tape recordings and photographs for additional evidence, and conducts a thorough analysis of pupils' test results to seek out areas for improvement.

63. Teachers use the very good planning well to deliver lessons that challenge the pupils' reasoning powers. The best planned lessons involve pupils in practical activities that teach them to undertake scientific enquiries into life processes and living things, materials and their properties and physical processes. In the lessons seen, good use was made of volunteer helpers who questioned the pupils well during practical work and extended the pupils' learning.
64. Pupils are highly motivated by being actively involved in their work. They concentrate well on their tasks for significant periods, make good progress and achieve well. For example, while exploring what could make a marble speed up or slow down when set in motion, one pupil explained clearly how the nature of the surface on which it rolled was an important factor. The pupils co-operate well during group tasks. They practise their writing skills by recording their own observations, which is a marked improvement on the findings of the last inspection. While pupils are challenged well in oral work, higher attaining pupils sometimes have insufficient opportunities to extend their learning of all aspects of the subject to higher levels through practical tasks set specifically for them.
65. Pupils' work is monitored well and detailed records of attainment are kept. There is, however, no system currently in place for tracking the progress of individual pupils. In Year 2, a larger proportion of boys than girls are attaining the higher levels. The school is aware of this imbalance and is taking careful measures to explore the reasons in order to correct it. Girls are still, however, attaining well at the higher levels in comparison with the national average.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **very good**.

Main strengths and weaknesses

- Standards have improved since the last inspection and are now well above average.
- The very good leadership by the subject co-ordinator has been a key factor in this improvement.
- Teaching is very good and this is helping pupils to make very good progress.
- Learning support assistants make a good contribution to pupils' progress.
- Pupils have limited access to computers.
- Assessment procedures do not permit the tracking of individual progress.
- The subject is used very well across the curriculum.

Commentary

66. The initiative and determination of the subject coordinator has resulted in the development of a scheme of work that motivates the pupils and has played a major part in raising standards to well above national expectations. He provides good quality support for teaching staff in the use of new software, monitors planning and teaching, and has acquired a good range of resources, including interactive whiteboards that are in use in Year 1 and Year 2 classrooms.
67. Teachers make very good use of their subject knowledge and the available resources to provide challenging and varied tasks for the pupils that promote enthusiastic and productive working attitudes. Pupils are not just given directions for tasks but are skilfully involved in thinking through the nature of the work to be undertaken drawing upon their previous and wider knowledge. For example, a Year 1 class discussed the advantages computers offer in the

modern world. The members of the learning support staff make good use of their training to offer good support to pupils. They are confident and know how to help pupils with problems, obtaining good responses and contributing well to pupils' progress.

68. While the resource provision for the subject is very good overall, the current disposition of the computers around the school prevents all the pupils in a class working on machines at the same time. This hinders the pace at which the whole class can progress through a topic. Assessment is carried out regularly and the coordinator has compiled a good portfolio of pupils' work. Currently, however, there is no system for tracking the progress of individual pupils.

Information and communication technology across the curriculum

69. The use of ICT across the curriculum has been carefully and successfully managed between the coordinator and the leaders of other subjects. The pupils' skills are developed with the purpose of contributing to the studies of other subjects so providing worthwhile goals for the pupils. This is highly motivating and the resulting quality of the pupils' work is impressive. For example Year 1 pupils produce beach scene pictures that demand very good control of 'fill', 'spray' and 'brush' tools, while Year 2 pupils program floor turtles to move around a model of the village they have constructed as part of their geographical work.

HUMANITIES

History and geography

The provision in both subjects is **very good**.

Main strengths and weaknesses

- Standards have improved in both history and geography since the last inspection aided by schemes of work that contain purposeful and innovative features that motivate and challenge the pupils.
- Teachers are enthusiastic and effective in providing challenging work that helps pupils to make good progress.
- The very good management of both subjects has played an important part in helping to raise standards.
- Assessment procedures are not yet fully developed.

Commentary

70. Very good learning in both subjects is fostered by a curriculum that enthuses the pupils through the frequent use of first-hand experiences, such as dressing up, role-play and investigations in the local environment. The school has also developed links with a school in Africa and another in London, providing real places that contrast with Linton for the pupils to find out about and communicate with. Such provision derives from the imaginative thinking that teaching staff put into their planning. Both subjects are frequently taught within a programme where one day each week is used for integrated working. This arrangement allows time to be used more flexibly and subjects can be taught as they are relevant to the topic being studied. This is innovative and is helping to produce work from the pupils that has depth, purpose and standards that are well above average.
71. The teaching of both subjects is very good overall and sometimes excellent. Lessons proceed at a good pace, are well resourced and have motivating activities. Teachers are enthusiastic and conduct very good oral sessions. These challenge the pupils and produce responses of a high level. For example, one pupil volunteered that a feature of London was that it had lots of 'specialist things' there. The management of both subjects is very good. The coordinator has ensured that there is a good planning base for colleagues and keeps them up-dated with ideas

and developments that she obtains by attending meetings with coordinators from other schools. She monitors teaching in lessons and she monitors the work of pupils against examples in a collected portfolio. Her work makes a significant contribution to the achievement of the pupils. Pupils' work is marked carefully and assessed against specific objectives. Assessment procedures are currently being developed, but there is not yet a system for tracking the progress of individual pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. In music, design and technology and physical education, too little work was sampled to make a secure judgement about standards and achievement, although the evidence points to the provision being of at least good quality.
73. In **music**, Year 1 pupils learn to play a range of percussion instruments and they can record their compositions in groups before performing them back to the rest of the class. They have broadly typical skills in performing their work together. The pupils who learn the recorder do so to a good standard. The singing in assembly is usually tuneful and, although music is played to the pupils on entry to the hall and displays name the composition and information about the composer, opportunities to discuss the music are missed. Year 2 pupils can sing songs learned with the help of a recorded radio programme. The teacher uses this well as a resource and does not rely too heavily on the programmes content.
74. No **design and technology** work was observed, but planning, records and photographs show that pupils have sufficient opportunities to use construction apparatus, to make models of, for example, houses in the village, and to prepare and cook food.
75. In **physical education**, two lessons were observed, and evidence was gathered from the subject co-ordinators and the planning. The curriculum is well planned and covers all aspects appropriate for pupils of this age. In addition, the school benefits from an outdoor swimming pool that can be used in the summer and ensures that approximately ninety per cent of pupils are able to swim before leaving the school. This is beyond the expectations of the National Curriculum. In dance lessons, pupils learn to create and perform a range of movements appropriate for the music provided. Good links are made between dance and music in Year 2 through a topic based on space and The Planets Suite. A football and other sports clubs are well supported by pupils and parents.

Art and design

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

Main strengths and weaknesses

- Pupils attain a good level of basic skills and the standard of much of the work is above that expected for pupils of this age.
- Teachers ensure pupils have experience with a range of media and materials.
- The subject is well-led by the co-ordinator.

Commentary

76. The work displayed around the school shows that standards are above those expected and pupils' achievements are good. Year 1 pupils make large collages to illustrate the four seasons. This work includes some very imaginatively and carefully done weaving in appropriate colours. The pupils' sketchbooks are used to develop pencil skills through shading and hatching practices. They learn about well-known artists such as Picasso, while painting portraits in the same style. On a trip to a forest, pupils made sculptures from natural materials

and plaster casts from natural objects. Back at school they made clay minibeasts with the support of a local sculptor.

77. In Year 2, pupils have opportunities to use a very good range of media, including paint, card and clay. They learn to observe carefully while sketching crosses in the churchyard, and to weave wool into crosses on a frame. Good links are made to different cultures through artwork based on Diwali, such as Mendhi patterns or diva lamps made from clay and decorated in typical Hindu style. In a very good link with a local print studio, pupils have the opportunity to design and produce professional quality prints such as those they sold for charity last year, and tee-shirt patterns they printed and sold at the summer fair. In one good Year 2 lesson, pupils created positive and negative images by cutting and sticking black and white paper, and even more effectively by painting over a leaf and then using it to print.
78. The co-ordinator is knowledgeable and enthusiastic. She has monitored the work of other staff effectively and offers formal and informal feedback to help spread good practice. The learning support assistants have been involved in staff training and this has had a positive impact on their work with the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Main strengths and weaknesses

- This aspect has a high profile with displays in all classrooms and around the school.
- Circle time enables teachers to develop pupils' self esteem.
- This aspect of the school's work has made very good improvement since the last inspection.

Commentary

79. In Year 2, the displays include one about all people being special with pictures labelled to show the different types of people and jobs they might do. This results in pupils being more aware of society and the different people who make it up. Most classrooms have a display of the rules devised and agreed by the pupils, and this results in the expectations for classroom routines being clear and regularly reinforced. In a Year 1 history lesson, and later through a class assembly attended by parents, the notion of people making up society was well developed through pupils and the teacher reviewing their lives and talking to a mother with her new born baby and another pupil's grandfather.
80. In one lesson, pupils were encouraged to make positive comments about one of their friends, through describing why they liked her and how she made them happy. This clearly had a positive impact on the pupil, and helped create a supportive and positive learning ethos in the classroom. The teacher also linked the idea of friendship to a pen pal scheme being set up with a London school, and the sort of questions pupils could ask in their letters, and the sort of information they could volunteer when they write. The subject co-ordinator has put a great deal of work into this aspect since the last inspection and this has been very successful in raising the profile and importance of pupils' personal, social and health education. A number of innovations such as the walk to school week and buddy scheme have been introduced. The school council and ECO council have an important role in the school and this is reflected in the very good behaviour and social skills most pupils demonstrate.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	6
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	3
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	1
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).