

INSPECTION REPORT

LARKFIELDS COUNTY INFANT SCHOOL

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122577

Headteacher: Mrs S. E. Rose

Lead inspector: Bernice Magson

Dates of inspection: 20th-22nd September 2004

Inspection number: 267188

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:	130
School address:	Coronation Road Nuthall Nottingham Nottinghamshire
Postcode:	NG16 1EP
Telephone number:	0115 9137730
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr A. Harvey
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

This average sized infant school is situated in the Nuthall district of Nottingham and admits pupils from 4 to 7 years of age. Approximately half of all pupils attend the school from the districts of Watnall and Kimberley, with some travelling daily by the school bus. Overall, social indicators of families are above average. Pupils start in the reception year in the term in which they have their fifth birthday. Almost all pupils are of white British origin and none are at early stages of language acquisition. On entry, the majority of children have average attainment. An above average number of pupils have special educational needs, mostly with learning difficulties. In 2003 the school achieved the Gold Artsmark in recognition of high standards in the creative arts and, in 2002, the award of Investors in People.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18143	Bernice Magson	Lead inspector	English; art and design; music; design and technology; religious education; English as an additional language
32658	Nicky Boulton	Lay inspector	
29989	Pauline Goodsell	Team inspector	Mathematics; geography; history; special educational needs
20911	Judy Dawson	Team inspector	Foundation Stage; science; information and communication technology; physical education; personal, social and health education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school providing a very good quality of education for its pupils. They attain well above average standards by the age of seven. The quality of teaching and learning, and of leadership and management are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Teaching, learning and assessment are very good with the result that standards are high
- Pupils have high levels of self-confidence and self-esteem, and very positive attitudes to learning
- The school is highly effective at evaluating, developing and reviewing its work
- The very good curriculum meets the needs of children of all abilities; enrichment through the arts is of excellent quality
- Standards in art and design, music and dance are much higher than in most other infant schools.
- The provision for pupils' spiritual, moral, social and cultural development is excellent

There has been a very good rate of improvement since the last inspection. The quality of teaching and learning has improved and standards have risen in English, science, religious education and the creative arts. Standards are above average in information and communication technology (ICT), because skills and knowledge are now taught progressively. The outdoor learning environment has been developed with better play facilities for the reception and Year 1 pupils. The provision for pupils with special educational needs and higher attaining pupils has improved. However, despite the good efforts of the school, attendance levels have declined.

STANDARDS ACHIEVED

The table shows the standards achieved by pupils at the end of Year 2 based on average points scored in National Curriculum tests.

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

*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*

The achievement of pupils is very good overall in Years 1 and 2. In the Foundation Stage children achieve well and most exceed the expected goals for their age by the end of the reception year. In personal, social and emotional development, reception children have well above average standards at the start of the National Curriculum in Year 1. In the 2004 national tests Year 2 pupils have achieved very well, with more than half attaining the higher level 3 in science and, almost half in reading and mathematics. The results show an improvement on the previous year. Over time the test results in Year 2 vary, with a dip in scores correlating with an increased number of summer born

children, who have had a limited time in reception. In 2004 boys and girls in Year 2 attained similar standards and any gender differences do not follow a consistent pattern over time.

Pupils' personal development is very good and their **spiritual, moral, social and cultural development is excellent**. Pupils behave well in lessons and around the school. Relationships between pupils and teaching staff are very good. Attendance is in line with the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching, learning and assessment are very good overall. During the inspection the full range of teaching was seen, with the majority of lessons good or better. Teachers' expertise in teaching music, art and design, and dance is highly developed; pupils achieve very well because skills are taught very effectively. In literacy and numeracy very good attention is given to the needs of higher attaining pupils and those with special educational needs. Teachers have very high expectations and appropriate learning tasks ensure that pupils are challenged very well. Assessment is rigorous and teachers have a very good knowledge of how well pupils are learning. Pupils' targets for improvement are shared with parents each term. In the reception class, a consistency of approach has been achieved during the absence of a classteacher and teaching is good overall. In planning lessons the reception teacher and teaching assistants make full use of the learning environment to plan interesting and exciting activities.

There is a very good curriculum throughout school. Using a topic approach, subject links are planned skilfully so that learning is relevant and skills are consolidated very well. The excellent range of activities, which develop pupils' spiritual, moral, social and cultural understanding, permeates the curriculum. Visitors to school are used very well to enrich and extend provision. The large group of "Reading Friends" makes a valuable contribution to raising standards in reading. Links with other schools are good and are developing well, particularly through the family of schools. Links with parents are very good. Teachers give pupils very good care, support and guidance.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The leadership and management of the headteacher and key staff are very good. The headteacher has an excellent vision and sense of purpose, and she provides the school with a strong educational direction. Staff teams are highly effective. Governance of the school is good. Recent changes in the governing body have been managed well and their work in supporting the school is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very happy with the school, and eagerly support all its activities

IMPROVEMENTS NEEDED

There are no significant weaknesses for the school to address.

Minor points for the school to consider within its programme of school improvement are:-

- Provide further opportunities for the teacher and teaching assistants in the Foundation Stage to develop their expertise
- Continue to promote the importance of good attendance with parents

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are well above average overall and pupils achieve very well.

Main strengths and weaknesses

- Pupils' performance in English and science has improved over time and more pupils are attaining the higher levels
- As a result of the school's focus, standards are now above average in ICT
- In music, art and design and dance the well above average standards have been recognised with a national award

Commentary

1. When children join the school in the reception class attainment varies considerably, but overall is close to that expected for children of this age. They achieve well and by the time they enter Year 1 almost all children have exceeded the expected standards in all areas of learning and achieve very well in their personal, social and emotional development. Nevertheless, each year, varying numbers of summer born children have only one term in the reception class. Although they achieve as well as other children, there is evidence of some lower attainment among these children in national tests. The provision of extra support last year has had a positive impact on their standards.

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

Standards in:	School results	National results
reading	16.7 (18.4)	15.7 (15.8)
writing	16.3 (16.5)	14.6 (14.4)
mathematics	16.7 (18.0)	16.3 (16.5)

There were 53 pupils in the year group. Figures in brackets are for the previous year

2. Standards by Year 2 are continuing to improve, with an analysis of test results in the last year showing sustained improvement overall and particularly in reading and mathematics. The drive to raise standards has included all groups of pupils and all have achieved very well. Pupils with special educational needs, higher attaining pupils and the very small number with English as an additional language receive very good support in their learning.
3. By Year 2 standards are well above average in speaking and listening, reading, writing, mathematics and science. High expectations, very good teaching and the pupils' positive attitudes to work all promote high standards in English, mathematics and science. In 2004 in national tests more than half of all pupils attained the higher level 3 in science, and almost half did so in reading and mathematics. Standards have also improved in writing, reversing the dip of the previous year. Compared to similar schools results in national tests are variable. In 2003, the last year for which comparisons can be made, standards were above average in writing, average in reading and below average in

mathematics. The lower than usual results are explained by the higher than average proportion of pupils with special educational needs and summer born children making up over half of the cohort.

4. By Year 2 standards are above average in ICT and pupils achieve well. The school has invested wisely in ICT resources and training for teachers and teaching assistants and their expertise has resulted in an improvement in standards.
5. In art and design, music, and dance pupils achieve very well and attain well above average standards. During the inspection there was some excellent achievement in music and dance. Techniques are taught very skilfully and pupils enjoy ample opportunities to consolidate their learning and develop imaginative and innovative ideas. There is evidence on displays of work of an extremely high quality. Other subjects in which pupils achieve well are geography, where standards are above average, and religious education in which pupils attain levels well above those expected in the locally agreed syllabus. Pupils have a very good understanding of Christianity and other world faiths for their age and a very good level of empathy, respect and appreciation of the beliefs of others.

Pupils' attitudes, values and other personal qualities

The attitudes and behaviour of pupils are very good. They mature very well due to the excellent provision the school makes for their spiritual, moral, social and cultural development. Attendance is broadly in line with the national average. Punctuality is good.

Main strengths and weaknesses

- Pupils develop excellent levels of confidence and self-esteem
- Pupils show an exceptional depth of self-knowledge and spiritual awareness
- Their moral understanding and ability to judge right from wrong is excellent
- Pupils have an outstanding awareness of their own and others' cultural traditions

Commentary

6. Pupils and parents have very positive views of their school, reflected in the enthusiasm which pupils show for their learning. Very good relationships are evident among the pupils and between the children and adults. All pupils, even those who have only attended the school for a few weeks, settle very quickly and happily into the school day. The clear procedures at the start of each day encourage independence and foster a sense of security, which helps pupils learn very well. Pupils are encouraged to take on responsibilities and are praised for their achievements both on a daily basis and in weekly achievement assemblies. The excellent levels of self-esteem are boosted further by the knowledge that pupils' own views are welcomed. The pupils stand out for their confidence and openness when talking to visitors.
7. The school makes outstanding efforts to guide pupils towards an understanding of themselves and to develop spiritual awareness. Pupils are encouraged to analyse their response to music through art, for example. One child was inspired to paint a castle while listening to Indian sitar music, while another painted a horse after listening to Andean pan pipes. In another exercise, pupils try to imagine themselves into a Picasso painting 'Child with Dove'. Opportunities are seized throughout the curriculum to deepen the pupils' understanding of their own culture and that of others.

8. From the reception year all pupils concentrate very well in lessons and show a very good level of interest in their work. They work well independently and together. Opportunities to learn are thus maximised. At the appropriate point in a religious education lesson, Year 1 pupils put away pens and crayons in order to move on to the next phase of the lesson, without having to be specifically instructed to do so. Behaviour around the school and at playtimes is also very good. Pupils and parents say there is no serious bullying, racist or sexist behaviour. The consistent, positive approach to behaviour management is reinforced with very good provision for moral development.
9. Adults at the school set pupils a very good example through their own enthusiasm and behaviour. At lunchtime, dinner is served at the table in a family atmosphere. The dinner ladies know the children by name, and ask them individually if they would like second helpings. The children clearly enjoy the cooked meals and respond eagerly, using 'please' and 'thank you' without prompting.

Attendance

10. Attendance at the school is satisfactory, being broadly in line with national figures, but has deteriorated slightly since the previous inspection. This is in part due to parents taking term-time holidays, despite the school's best efforts both verbally and in writing to persuade parents of the detrimental effect on their child's education. The overwhelming majority of children arrive at school in good time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.2
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.

Exclusions

There were no exclusions in the last reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for its pupils through a very good curriculum, with an excellent range of enrichment activities. Teaching, learning and assessment are very good.

Teaching and learning

The very good quality of teaching and learning throughout the school motivates pupils to work hard and learn effectively. Assessment is very good.

Main strengths and weaknesses

- Pupils have a good understanding of what they are to learn because learning tasks are explained very clearly

- The basic skills of literacy and numeracy are taught very well
- Relationships in classrooms are very good and pupils respond very well to the high expectations of teachers
- Rigorous assessment ensures that pupils' progress is carefully monitored

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2(6%)	5(14%)	18(51%)	9(26%)	1(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.

11. Since the last inspection teaching has remained a strength of the school and inspectors judged similar proportions of lessons to be good or better. During the current inspection almost all lessons seen in Year 2 were good or better. Throughout the school teaching was very good or better in music and dance, and in Year 2 it was excellent. The quality of teaching seen in literacy and science was consistently good or better and in Year 2 in numeracy also.
12. Most teaching seen in the Foundation Stage was satisfactory, although evidence shows that it is of a good quality over time. The absence of a reception teacher has led to recent changes and current staff are still settling into their roles. Evidence taken from a scrutiny of teachers' planning and children's work from the previous year shows that lessons have a good balance of child-initiated and direct teaching activities. Assessment and marking in the reception are of a very good quality and the teachers have a very good knowledge of how well children are learning. Among teachers, support staff and volunteers there is a wide range of expertise about how the young child learns. Some adults make a valuable contribution to the development of children's learning, but others are less skilled, for example in their questioning techniques.
13. In Years 1 and 2 teachers have a very high expectation of pupils and they respond very well to all challenges, eager to learn. Clear directions are given to pupils to explain what they are to learn and in the best lessons pupils have good opportunities to review how well they have succeeded. Teachers' planning is very effective with best use made of relevant day-to-day situations to make learning meaningful. For example, on an autumnal walk pupils were so inspired to write about what they could see, hear and smell, that they attempted to write as they walked. Their written accounts were of good quality. In all lessons very good quality resources are used well to provide pupils with a wide range of opportunities, which give a very good breadth to their learning.
14. In many lessons, in Years 1 and 2, teaching assistants make a very valuable contribution to pupils' learning and give teachers good support. Communication links are very good and all adults contribute effectively to pupils' records. In literacy the senior teaching assistant gives very effective support to pupils with special educational needs. This work is undertaken in conjunction with class activities and provides greater opportunities for pupils to receive personal support. Also, throughout the week there are a good number of voluntary "reading friends" working in each class and hearing individuals read. This

reading strategy is very well organized by teaching staff, with the intervention helping to raise standards because pupils like the individual support.

15. Assessment is very good in English, mathematics and science. Data is analysed very well to track pupils' progress and identify patterns and weaknesses in the strands of each of the core subjects. All teachers have set targets for individuals, groups and year groups. Coordinators ensure that there is very good targeting of additional support based on the evidence gained from records. For example, the higher attaining pupils in Year 2 receive additional support in literacy so that they are sufficiently challenged. In 2004 this intervention has improved reading and writing standards. The school has identified a dip in performance in national tests when there are increased numbers of summer born pupils in any cohort. Additional teaching in numeracy for some summer born and lower attaining pupils has led to an improvement in mathematical skills.

The curriculum

The school provides a very good curriculum, which matches the needs of all pupils very well. The Foundation Stage curriculum is good. Enrichment opportunities are excellent. Accommodation and resources are very good.

Main strengths and weaknesses

- The curriculum for Years 1 and 2 is rich and exciting, inclusive and innovative
- It is very broad and with a very good emphasis on relevance and cross-curricular planning
- Enrichment through the arts is excellent
- The good Foundation Stage curriculum has significant strengths in developing personal and social skills
- Very good personal, social and health education permeates the whole curriculum

Commentary

16. The core subjects of English, mathematics and science are catered for very well and made relevant through very good cross-curricular links, including in information and communication technology (ICT). The curriculum is constantly evolving; it is innovative and exciting. The curriculum consolidates and extends learning very well. Staff are united in providing pupils with rich and stimulating experiences. There is excellent provision for the development of the arts, resulting in the Artsmark award. This award is rare for infant schools and demonstrates the high levels of commitment to the arts. The learning environment is delightful and features high quality artwork with clear evidence of a curriculum based on developing skills. There are examples of pupils' artwork on the cover of a commercial compact disc and in the Nottinghamshire Agreed Syllabus for Religious Education. The performing arts are provided for very well through music and dance; pupils have performed at County Hall. Standards in dance, music and art are well above average and the curricular provision makes an excellent contribution to the pupils' spiritual, social and cultural development.
17. The religious education curriculum is very good and fully meets the requirements of the Nottinghamshire Agreed Syllabus. Collective worship meets statutory requirements and the provision for music makes a significant contribution to pupils' spiritual development. The extra-curricular activities are enriched with a very good range of visits and visitors to the school. The school makes very good use of the local environment. The accommodation has improved with the development of the outside courtyard for the reception classes, and outdoor facilities for Year 1. Personal, social and health education is very good. Pupils have a very good insight into community living through the school council and whole school issues. For example, they

take part in litter picking, and develop class and playground rules. Outside agencies support health education and the emphasis on keeping healthy permeates throughout the curriculum.

18. This is an inclusive school. The provision for pupils with special educational needs is very good. The few pupils who have English as an additional language are supported well. Good procedures support children when they join the reception class and appropriate arrangements for the pupils' transfer to the junior school, including some curricular links. Gifted and talented pupils are given good help and guidance. A talented gymnast has taken part in a Nottinghamshire primary schools event at the Harvey Haddon Stadium. Out of school learning is extended through consistent and appropriate homework provision. Other activities include country-dance and cross-stitch clubs.
19. The accommodation and resources are very good and have improved since the last inspection with the provision of the Foundation Stage and Year 1 outside activity area. The match of teachers to the requirements of the curriculum is very good overall and satisfactory in the Foundation Stage. The school has been creative in readjusting the commitments of a part time reception teacher to cater for this term's intake of children during the absence of a classteacher. The teachers in Years 1 and 2 have very good subject knowledge and there is good curriculum support from the teaching assistants.

Care, guidance and support

The provision for the care, welfare, health and safety of pupils is very good.

Main strengths and weaknesses

- The school knows its pupils well and responds effectively to their individual needs
- Pupils' views are respected and valued

Commentary

20. The school has a strong family caring ethos, which makes all pupils feel secure. Induction procedures are good and ensure that new pupils make progress as soon as possible. New reception children are eased gradually into the school; only in their third week do they stay for the whole of the school day. The benefits are very apparent: two reception children, who had only just started at school, felt sufficiently confident to stand voluntarily before all the pupils and perform the actions to a song. Classrooms and corridors are bristling with photographic and written commentaries about the life of the school and the people in it. The effect is to build a strong and welcoming sense of community.
21. All adults know the children well. Assessment procedures are very good and good use of pupil evaluation enables all pupils to improve. The staff take great efforts to ensure that the contribution of every child is recognised. Each week, special assemblies celebrate pupils' achievements and parents of each class are invited to attend termly. Pupils of that class choose to highlight an achievement of which they feel particularly proud. The headteacher also keeps a record of all pupils who receive a sticker for good behaviour or achievement. She analyses this list regularly to ensure that all pupils receive recognition when appropriate. The good support offered to pupils has positive impact on their attitudes to school and their learning.
22. The same level of care is also evident in the attention paid to health and safety, child protection, fire precautions and first aid procedures in the school. Pupils work in a safe and healthy environment. They are taught effectively how to care for themselves as a

result of very good provision for personal, social and health education: following a road safety competition more than 20 pupils won a reflective umbrella; all pupils are aware of healthy choices in eating

23. Adults throughout the school listen carefully to the children and respect their views. Each class is responsible for drawing up its own classroom rules. The school council has already made a substantive contribution to the life of the school, a contribution that is recognised and valued by the school governors. Pupils have made sensitive improvements to school routines, introducing the 'friendship stop' in the playground, for example, and successfully petitioning for the 'class of the week' award to be reinstated.

Partnership with parents, other schools and the community

The school benefits from very good links with parents and the wider community, both of which have a positive effect on pupils' achievements. Its relationships with other schools are good.

Main strengths and weaknesses

- Parents hold the school in very high regard
- Parents support their children very well at home
- The school works hard to involve parents in their children's learning
- Very good use is made of community resources to enhance pupils' development

Commentary

24. Parents are very supportive of the school. Many parents responded to the parents' questionnaire very positively. They are confident that staff know the children well, that they treat them fairly and that they value their achievements.
25. The school works hard to involve parents in their children's learning. At an induction meeting the term before their child starts, parents are given booklets on the school's approach to teaching reading, handwriting and numeracy. Parents are in turn keen to support their children as best they can. Courses in literacy, numeracy and the making of story sacks have been well attended and have contributed to the progress of pupils. An annual course designed to teach parents how to support their child's numeracy development, for example, runs for 10 two-hour sessions. Homework is well-supported by parents, and this has a positive impact on standards. An open evening is held each term to share views of pupils' progress and targets for improvements. There is also an open afternoon every term when parents come in with their child to view their work and progress. Annual reports are very clear and informative, with constructive personal comment from both the class teacher and the headteacher. Both the school prospectus and the governors' annual report to parents are of a very high quality. The governors' report is particularly lively and informative, while parent participation in the life of the school is invited in the school prospectus.
26. The school tries hard to enrich the curriculum through links to the wider community. Links with other schools locally are good and advantage is taken of shared musical and sporting events. The school enjoys strong links with local churches and uses these to develop the pupils' religious understanding and knowledge of the religious calendar. Pupils visit the elderly at Christmas and Harvest times. Business support is used creatively. A local bakery visits school regularly, for example, to bake bread with the

pupils. Visits are also used to develop the pupils' cultural and spiritual development. A recent visitor was an African dancer who performed a Zulu dance for Year 2 pupils to support their topic on Africa, while another visitor brought a selection of African musical instruments. A Jewish parent comes into school to talk about Judaism. A highlight of the last year, and a source of great pride to the school, was the invitation to sing in County Hall to the Chairman of the County council and other dignitaries.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The leadership and management by the headteacher, key managers and special educational needs coordinator are of very good quality. The leadership and management of the Foundation Stage and governance of the school are good.

Main strengths and weaknesses

- The headteacher has an excellent vision for the development of the school and the educational direction she provides is extremely effective
- Strategic planning is excellent, based on a highly successful process of self-evaluation and review
- There are excellent procedures for creating effective teams

Commentary

27. The leadership of the headteacher is very good. She provides a very good emphasis on developing a well-balanced and effective school. She is determined and rigorous in her pursuit of challenging targets, inspiring all staff and governors to share in her vision and purpose. Her leadership of the curriculum and teaching is excellent, encouraging and promoting individual expertise among staff and pupils. Her ability to discuss, share and reflect on ideas is highly valued by those who work with her and it is a key factor in the development of the highly effective staff and governor teams. Relationships with pupils and their parents are also very good. The headteacher knows pupils extremely well, applauding their very good achievement in both personal and academic development. "Our headteacher is everywhere and knows everything we are doing," pupils proudly explain, pleased that she shows such a keen interest in their learning.
28. Governors are effective in their governance of the school. Their committee structure is well organised, providing them with a very good understanding of the school's strengths and weaknesses. They undertake their responsibilities with enthusiasm, fulfilling all statutory duties appropriately and furthering their expertise with professional training wherever necessary. They provide a well-planned induction programme for any new governors so that they have a good understanding of how the governing body operates and their expertise can be utilised efficiently. Governors are supportive of the school and autonomy in their roles is developing well. For example, their Annual Report to Parents was of a high quality, skilfully presenting their views of school developments. Governors appreciate and share the excellent vision of the headteacher and work well with her to improve the quality of education through the school improvement plan. They have shown a good understanding of their monitoring role, such as in reviewing and evaluating new developments in the Foundation Stage to ensure that best value is achieved. They display a considerable capacity to further develop their roles.
29. Subject coordinators are well-established in their leadership and management and effective in their roles. The processes of self- evaluation, development and review are

very successful and there is a good consistency of approach. Coordinators work very effectively as a team and there is an excellent cross-fertilisation of ideas. For example, following the recent award of the gold Artsmark, coordinators together have worked to improve their use of the creative arts across the whole curriculum. All coordinators have a very good knowledge of pupils' performance and describe with honesty their successes and failures in improving performance. They develop their understanding from a very effective monitoring system, with improvements based on perceived needs and managed well with efficient use of available funds.

30. The school improvement plan is of very high quality. It is a thorough document, identifying very clearly the school's priorities and introducing programmes of development, monitoring and review to ensure that school improvement is highly effective. There is a very good partnership between the headteacher, staff and governors, and responsibilities are shared very well and to the best advantage for all personnel. Governors recognise that the headteacher is heavily involved in most of the school's action plans and they are mindful to ensure that roles are shared equitably. Currently, the school budget surplus is above recommended levels; however, there are well-devised plans to ensure that the best use of all monies is achieved. These include a planned surplus to maintain staff levels and to improve security arrangements.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	459,154.00
Total expenditure	401,187.74
Expenditure per pupil	2711

Balances (£)	
Balance from previous year	40,801.07
Balance carried forward to the next	57,996.26

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. Children enter reception in the term in which they have their fifth birthday, and there are three intakes each year. All children move to the Year 1 classes in the following September, some after only one term in school. At the time of the inspection there were 19 Foundation Stage children in school. The full time reception teacher was absent due to long-term illness. Another teacher, who normally takes the January intake of children, is teaching the reception children this term. The children had only been in school full time for a few days before the inspection.
32. An analysis of last year's work by the pupils now in Year 1 shows that they make good progress because there is a very broad and interesting curriculum, fully covering, linking and extending all the areas of learning for children in the Foundation Stage. The teachers support the children well. Some of the marking is very good, extending learning through questions, challenging the children and promoting their self-esteem. The teaching observed during the inspection was satisfactory overall but the analysis of work, the teachers' curricular planning and the good progress made by the children over time indicates that the teaching in the Foundation Stage is good. Children's attainment on entry to the reception class varies from year to year and is broadly average, although most of the present class have above average knowledge and skills for their age. By the end of their reception year many children achieve well and exceed the early learning goals for communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Their achievements in personal and social development are well above average. The provision has improved since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All adults expect children to act independently and with maturity, resulting in confident and responsible children
- Children are encouraged to empathize with others, real and imaginary and have a positive self-image
- Children work and play cooperatively and adults have high expectations of good behaviour

Commentary

33. In spite of the short time the children have been in school they are relaxed and happy as they go about their activities. The teacher's quiet, calm manner and her consistent expectations of the children's good behaviour, relationships and independence establish very good routines from the start. As a result, children hang their paintings on the drying rack or fasten them to the wall without prompting, and almost all change for physical education with no support, tidying their clothes as they do so and pack away neatly.

34. In a personal, social and emotional development lesson, or circle time the children showed real empathy with Lola the leopard, (a soft toy) listening to her whispered instructions to pass on to the class. The fact that the teacher believed in her too generated suspense as Lola was taken out of the box and encouraged care as she went to sleep, consolidating the united response very well as well as developing the children's listening and speaking skills. Children maintain concentration during whole-class teaching very well, in spite of some very long sessions observed during the inspection. In the animal hospital theme area almost all children play cooperatively, organising each other into various roles. The few less mature children play amicably alongside each other, respecting space and generally sharing equipment. Children have made very good progress in this aspect of their learning in the short time they have been in school.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The wide and varied curriculum stimulates a good range of writing styles
- Reading and writing skills are systematically and effectively taught
- Children use a wide vocabulary and listen very well but in some lessons do not have sufficient opportunity to express their views

Commentary

35. The children in the reception class have a wide vocabulary and their spoken English is good, with an instinctive understanding of the structure of sentences. Almost all use complete sentences and many enrich them with descriptive language. Their technical vocabulary, for example, the name of flat regular shapes, is also good and most are confident speakers. The teacher encourages and extends the children's vocabulary well. Listening skills are promoted very well, as, for example, in the game *Chinese Whispers* and these children concentrate very well. Occasionally, however, the teacher's desire to impart knowledge causes her to inhibit the children's response to their learning.
36. Children enjoy books and retell favourite stories well. Discussion with some children showed them to have lively imaginations, telling the story through the pictures. They understand story conventions such as "Once upon a time" and treat books with care and respect. Some already read a few simple words and many make a good attempt at writing their own names.
37. Samples of last year's work show children making good progress in developing handwriting, spelling and the content of their work because skills are taught progressively and systematically and practised through a very good range of genres such as scientific accounts, lists, stories and poetry some computer generated. Both teachers have high expectations and mark the children's work effectively. In one class the marking is very good, giving the teacher's response to the work and extending learning through evaluative comments and questions to promote curiosity and research. Writing materials are available as an everyday activity and several children started to make books during the inspection. Children answer the telephone and record appointments in the animal hospital and use clipboards to record the outcomes of their mathematical work. All manipulate writing tools well and understand writing is a form of communication. The excellent environment, rich in illustrations, books and materials, makes reading and writing for enjoyment a pleasure for all.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The interesting and varied curriculum gives a purpose to the children's learning
- The teacher has very high expectations of the children's abilities and the work is sometimes too challenging for the least able

Commentary

38. The children's books from last year show that they make good progress across all aspects of the curriculum. The most able children make very good progress because the activities are designed to promote mathematical investigation and to encourage them to try things out. Almost all children make good progress in developing and consolidating number skills and by the end of the reception year they count accurately beyond 20 and add and subtract within 10 or beyond. They use mathematical language with confidence. Their work is well presented and teachers value their efforts. Younger children make satisfactory progress but the limited time they have in school prevents several reaching the Early Learning Goals for mathematical development. Overall, however, children achieve well and many exceed the Early Learning Goals by the end of their reception year.
39. Most of the present reception children already have well developed mathematical concepts and skills. Most count accurately and match objects to numerals and some record amounts accurately with well-formed figures. Songs, poems and games make learning fun. An interesting task, such as recording the number of cubes of each colour found in the sand and discovering which tin does not have the same number of objects as its label, made learning exciting. In a good lesson on the playground, children enjoyed making groups of different sizes and working out how to combine groups to achieve the correct number. Counting songs and games supports learning well, although some are too challenging for the whole class to contribute to. For example, when starting from different numbers to count to 20 several children relied on others to say the numbers first or did not join in. Later, these children opted for a non-mathematical activity, thus missing out on relevant learning. Although there were plenty of interesting activities and the teaching was satisfactory overall, there was not enough support for these children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The curriculum planning is wide-ranging and stimulating
- The very good resources and use of the environment and community enhance the children's learning
- Not enough guidance was given in one lesson as children worked independently so their learning was unsatisfactory

Commentary

40. Children have a good general knowledge in the reception class. They confidently name a wide range of animals and make well-informed selections of animal habitats. Their wide vocabulary embraces words such as “camouflage” and “swamp” with ease and they have a good understanding of the diet of most of the animals they select, although “people” seem to be the favoured diet of tigers, lions and cheetahs! They select suitable materials to make models of animals and to build animal habitats. Outside, children go on safari armed with binoculars and clipboard to record sightings. One boy confidently named the binoculars and defined their use very well. The classroom environment supports learning very well and the children’s independence enables them to make good use of it. In a lesson about sound, however, there was not enough direction when children worked independently. They were unsure what was expected of them listening to the different sounds instruments make and were not instructed about handling instruments so they did not achieve well enough.
41. Information and communication technology (ICT) skills are well taught with clear demonstration and further practice of skills during the week. Children load and clear their program, control the mouse well, dragging and dropping objects. Last year’s books show a wealth of knowledge about homes and families, keeping healthy times past and transport and journeys. They understand and appreciate special events and their knowledge of their own and other cultures is promoted very effectively. Literacy, numeracy and ICT are promoted very effectively and there is coherence to the curriculum that makes learning relevant and challenging. Teaching is good overall and children make good progress.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children move confidently and control both fine and gross movements well
- The teacher has rapidly established a safe and challenging environment for physical education while promoting independence and responsibility
- There are very effective links with art to further develop accurate use of tools and materials

Commentary

42. The recent upgrading of the courtyard area to include large apparatus has improved opportunities for children to develop climbing and manoeuvring skills during the day. Regular physical education lessons in the hall, specifically planned to extend a range of skills, have already had a beneficial effect on the children’s awareness of space, the use of their limbs and their understanding of how to keep safe. Their behaviour in the lesson observed during the inspection was impeccable and they strived to achieve well. In the classroom they use paint, glue, drawing and writing tools and scissors with above average skills and have no trouble sorting and playing with small objects and puzzles. Without prompting, children comment on the well-being of the class with; “We will need our coats because it is cold,” showing a good understanding of how to keep healthy. The school promotes healthy eating very well and children know the value of their daily fruit and milk. Samples of work in ICT as well as high quality artwork show that children make good progress in physical development throughout the year, and their good progress in writing echoes this.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children's skills in art and design are well above average by the end of their reception year and they make very good progress
- Children's creative development helps to promote spiritual and cultural understanding
- The teaching of art and design is very good
- Occasionally teachers spend too long teaching art techniques and children lose concentration and interest

Commentary

43. Overall teaching and learning were satisfactory during the inspection. However, a scrutiny of children's work indicates that there is some good teaching. In fact, the school's commitment to excellence in art begins in the reception class. In a lesson observed during the inspection the children studied *The Snail* by Matisse. The teacher encouraged the children to describe the technique and also discussed their response to the picture. The teacher has a good knowledge of art skills and teaches them progressively. Children are encouraged to use their imagination, reinforced further within the rich learning environment. Samples of last year's work as well as the displays show that children rapidly develop an understanding of colour, composition and form that is well above average for their age, because they are taught very well. They use a wide range of materials to very good effect. In music, children sing confidently and with enjoyment and have a good knowledge of a range of songs and nursery rhymes. Theme areas, such as the animal hospital, help to develop role-play. Children play well together both individually and in small groups.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good standards are achieved in speaking and listening, reading and writing by the end of Year 2
- The quality of teaching is very good and teachers have high expectations of all pupils
- The subject leadership is very good

Commentary

44. Standards have improved since the last inspection. Over the past few years pupils have attained standards in national tests that are consistently above the national average in both reading and writing and often well above average. However, the school is aware that there are some significant variations in performance in some cohorts, particularly in reading. An analysis of assessment data has shown a correlation of swings in performance with the increased numbers of pupils with summer birthdays in some cohorts. These pupils have one term only in the reception year. Nevertheless, in national tests, most pupils achieve above their predicted targets and, in 2004, significantly above in reading, in which almost half of all pupils attained the higher Level 3.

45. Each year the subject coordinator analyses assessment data in great detail. She has developed a very good understanding of the subject's strengths and weaknesses. Targets for improvements in reading and writing are identified for all pupils and shared with parents each term. When necessary, individual education plans are written for some pupils with special educational needs and also for those with English as an additional language.
46. Strategies have been introduced to raise standards by providing additional support for pupils based on assessment data and perceived needs. In Year 2 higher attaining pupils are challenged to develop their writing skills further in booster groups. Pupils who are experiencing specific difficulties or have special educational needs receive additional in-class support and also work very effectively in small group tasks with the senior teaching assistant. All pupils have additional help from a band of "Reading Friends" who are attached to each class and give each child very good individual attention in their reading. They are an experienced group of volunteers whose help is appreciated by pupils and staff. Parents also make an important contribution by helping pupils to improve their reading in the home.
47. The quality of teaching is very good overall. Lessons employ a very good variety of teaching methods and teachers use the very good quality resources very well. Activities build effectively on previous learning. In well-constructed lessons all teachers explain learning objectives very clearly to pupils so that independent learning can start quickly and no time is lost. Teachers are skilled at making the tasks a good challenge to complete. For example, in Year 1 pupils improved their reading skills very well as they played a variety of dice games to make three letter words or, if less able, they played a "True or False" game on the computer, recognising key words as they played. Some Year 1 pupils have been in school only one term, and all are making very good progress in reading and writing. Marking is thorough and effective throughout Years 1 and 2. It explains how well pupils have achieved and often shows the next steps for improvement. Over a twelve month period there are vast improvements in the reading and writing standards of all pupils. By Year 2 all pupils write extensively and are developing a very good written content to their work, expanding their ideas with a wide vocabulary and using a good cursive script.
48. The coordinator has very good subject knowledge and an enthusiasm for the subject. She has a very strong vision and sense of purpose about the future direction of the subject. Her philosophy includes a desire to encourage all pupils to read for pleasure and develop a lifelong love of literature. Role model examples by adults promote this aim. The "Reading Friends" have spoken and written in "reading flyers" about their favourite children's stories. Staff have recently enacted the story of *Snow White and the Seven Dwarfs* to widen pupils' knowledge of traditional tales. At a recent book week, teachers developed in pupils a wider interest in more recent literature from their own choice of books. For example, the story of *The Lord of the Rings* was explored through the character of Golum. Pupils have made books of their own with themes similar to that of an author. In Year 1, story books gave pupils' own interpretation of the book *Guess how much I love you* by Sam McBratney.

Language and literacy across the curriculum

49. The school makes good links between literacy and other subjects. In the school council and circle time, for example, pupils learn to listen to others and then debate ideas. In other classroom discussions they use technical vocabulary with ease and speak with confidence. Pupils use their reading and writing skills to gather information and express their ideas. Learning is made relevant by writing across the curriculum, such as a biography of Mozart, or an explanation about the picture *Child with dove* by Picasso. There are good links to ICT, which consolidate skills further.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above the national average by the end of Year 2
- All pupils achieve very well because of the very good teaching and their eagerness to learn
- The subject is very well led and managed and the school has a clear focus on how to raise standards further

Commentary

50. Consistency of standards has improved over the past two years because the coordinator, recognising that there was significant variation in results from year to year, carefully analysed the information from the rigorous assessments and developed very good quality support to ensure that pupils achieve very well against their prior attainment. When the pupils enter the school they have broadly average levels of attainment. They make good progress by the end of their reception year. These good foundations are built on well as the pupils move through the school because the teaching of mathematics is very well organised and the teachers have high expectations of the pupils to work hard and accept the challenging work that is planned. This consistent striving for high standards has ensured that standards have remained at the high levels seen at the time of the last inspection.
51. The subject is very well led and managed with clear systems of monitoring and evaluation. These have had a very positive impact on the quality of the provision of the subject. The pupils have enthusiastic and positive attitudes towards mathematics lessons because all teachers foster the pupils' confidence in their ability to calculate and use mathematics. Parents make a very positive contribution to their children's progress by ensuring that they complete the regular homework tasks that generally relate to the work being done in class. During the inspection an enthusiastic parents' group began work on a practical course sponsored by the school to develop numeracy support at home for children.
52. Throughout the school the pupils have a good knowledge and understanding of numbers and the number patterns. Their mathematical vocabulary is being effectively developed, and by the time the pupils are in Year 2 they have a good recall of number facts and knowledge of how to use their expertise. They develop speed and accuracy in their calculation of numbers and have a good understanding of place value. Investigative tasks are now an integral part of the mathematical curriculum and these challenge pupils' mathematical thinking well. For example, Year 2 pupils work out the total of the cost of two or more items and decide which coins they will need to buy them.
53. The quality of teaching is very good overall. Assessment systems are very good and information from them is used well to group pupils and plan work. Very effective use is made of the support given to small groups by the teaching assistants. Evidence from completed work demonstrates that the teachers teach the basic skills of numeracy in competent and often interesting ways. During the inspection the teaching reached a good standard. In lessons the teachers share the learning objectives with the pupils and have high expectations that they will work hard and achieve well. Generally, there is a good pace to the lessons although on some occasions the difference between the mental and oral part of the lesson and the main teaching part was not sufficiently marked.

Mathematics across the curriculum

54. Throughout the school there are good opportunities for pupils to use and develop their mathematics in other subjects. They consequently develop an appreciation of the practical uses of skills they have learned, as when they use graphs to record data such as the way they travel to school and their favourite party food. In science, the pupils use measuring skills and record their findings in tables and charts.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average
- The teaching and learning are very good overall
- The broad curriculum is securely based in scientific enquiry and makes very good use of the locality

Commentary

55. The school has met the challenge of raising standards very well though emphasis on scientific enquiry, very good planning and creative use of resources. Improvements have taken place in the last two years; over half the pupils attained Level 3 in 2004. Inspectors judged that the current Year 2 pupils are on track to achieve well above average standards by the end of this academic year. Their successes are due to the very good curriculum with many opportunities for practical learning, and the teachers' high expectations, which create in pupils a desire to learn.
56. In a good lesson in Year 1 pupils remembered their work from the previous week well, listing the five senses and naming the relevant organs. Their learning was supported through a series of actions linked to each sense, giving good visual prompts and making the lesson fun. Pupils worked well together in groups as they identified different tastes, smell, textures and sounds and studied their eyes in mirrors. Where they were supported, the pupils achieved well but some struggled to record the outcomes of their experiments. Many have only been in school for one term before the summer break but did well to achieve average standards for their age.
57. In Year 2 it is immediately evident how much progress the pupils have made. Pupils in both classes have a very good understanding of the categories of food and some know which foods promote, for example, resistance to disease or strong bones. The majority of the pupils in both classes worked successfully in groups to plan a weekend menu, achieving a well-balanced diet. The less able pupils and pupils with English as an additional language who needed support with vocabulary worked with a very effective teaching assistant. Their learning was rapid and fun as they first sorted her shopping and then planned a lunchbox. The teaching and learning were good in both lessons, although in both there were some time management issues; pupils became restless in one lesson towards the end of a long discussion before they began their tasks and in the other lesson there was little time at the end to discuss the outcomes so far.

58. Samples of the pupils' books from last year show that they cover a wide range of scientific topics in very interesting and relevant ways. Food studies, for example, range from evaluating Chinese food to accounts of how to make scrambled eggs. They make circuits testing different materials for conductivity and watch with awe as caterpillars grow and hatch into butterflies. Teachers are committed to high quality experiences and resources and have high expectations of their pupils' abilities. Visitors and visits such as the links with the bakery enrich pupils' experiences and make them relevant. Pupils respond well with beautifully illustrated work and a very good range of writing ranging from accounts and lists to response to the metamorphosis of the caterpillar. Very occasionally, the method of recording work is too challenging for the less able pupils but is evident that the scientific understanding is secure. The subject is very well managed and continues to evolve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have risen since the last inspection and are now above average
- The teaching is good and pupils make good progress
- Computers are used effectively across the curriculum

Commentary

59. The school uses its computers effectively, teaching the skills to the class and allowing time during the week for pupils to practise their skills. There were no actual teaching sessions observed in Year 2 during the inspection, but computers were used to support other areas of the curriculum. Comprehensive portfolios of the pupils' work during the year shows pupils making good progress across all aspects of the curriculum. Pupils have secure word processing skills and there are examples of poetry, story writing, accounts and lists in their work. They edit, insert and delete text and combine text and pictures. Pupils program the floor turtle and record their sequence of instructions.
60. In a lesson in Year 1 pupils, some of whom have only been in school for one term, learnt how to use the digital camera and extended their keyboard skills. The teaching was thorough and the teacher has a good knowledge of the subject. Pupils are eager to learn and listen very attentively. Keyboard templates supported learning well, although some less able pupils had difficulty finding the keys to write their names, as there were no name cards for them to copy. This was a well-taught lesson and pupils achieved well overall.
61. ICT is used very effectively to support pupils with special educational needs. An experienced teaching assistant works with groups of pupils using computers to support learning in reading and writing. The very good range of software introduced by the previous subject leader is well organised and information about each program enables teachers to match it to the specific needs of individuals or the class. The new subject leader has relevant plans for development. ICT was a minor weakness at the time of the last inspection but rigorous staff training linked to performance management, an audit and a review of teaching, planning and resources have improved the provision and enabled pupils to achieve well.

Information and communication technology across the curriculum

62. The school makes good use of ICT across the curriculum. Pupils in Year 1 and Year 2, for example, use simple databases to construct pictograms, supporting mathematics as well as organising data to support history and geography. They select and use a range of tools when using a graphics program, maintaining their high quality artwork through ICT. In some instances ICT is used for word-processing. In Year 2 pupils created two lists to show the similarities and differences between the church furniture to be found in a Methodist and Anglican churches. In both year groups pupils use CD-ROMS and the Internet for relevant research across the curriculum and the older pupils navigate using keywords and menus.

HUMANITIES

63. In **history**, although no lessons were seen, indications are that standards are **good**. Pupils are enthusiastic as they talk about history topics and there is a good quantity of written work showing the good breadth of the curriculum. Teachers' planning shows that there is a good focus on the development of speaking and listening, reading and writing skills and lively written accounts of the stories of Guy Fawkes and the Great Fire of London show how well the pupils' understanding of these events is developed. Relevant and interesting visits are made to support topics being studied. Good links with the community are fostered through visitors to the school – for example, to answer questions on historical issues through 'living memory'. Younger pupils find out about the past by questioning their parents and grandparents and discovering how, over time, games and pastimes have changed. This makes a very good contribution to the spiritual, moral, social and cultural development of pupils. Subject leadership is good.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards in geography are above national expectations
- Very good links are often made between subjects, such as literacy and art and design
- Teaching is good and good use is made of visits and visitors to enhance learning.

Commentary

64. The standards in geography are above national expectations. Standards are similar to those found at the time of the last inspection and show that the pupils make good progress from a base of average attainment. When topics are prepared, links between the humanities are often planned. For example, in the overall topic on China pupils have an opportunity not only to use maps and to consider problems of overpopulation but also to learn about the history of the Great Wall and the Terracotta Army. Work is very well supported by opportunities to explore art and design as in making the class picture of an African village and making and decorating pots.
65. A good standard of teaching was seen in the two observed lessons. From the review of completed work it is clear that there is good coverage of all elements of the requirements of the National Curriculum. The lessons seen in Year 2 were successful because the teachers have high expectations of the pupils to behave well and participate fully in the lessons. This is facilitated by the good preparation of interesting activities that the pupils enter into enthusiastically. As part of their topic on Africa the pupils very much enjoyed the visit of a drummer who demonstrated and explained the uses of a range of African drums. During the inspection the pupils investigated a number of traditional foods such

as yam, cocoa and paw-paw. They considered features of the foods and how the diet of some Africans differs from their own.

66. The subject is well organised and the coordinator plans to further develop the subject and resources to extend teaching and learning opportunities. Pupils talk with enthusiasm on how they have enjoyed the visits, visitors and workshops and how much they learn from the experiences. Geography makes a very positive and significant contribution to the spiritual, moral, social and cultural development of pupils.

RELIGIOUS EDUCATION

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

Main strengths and weaknesses

- Good first-hand experiences to enhance learning
- The subject makes an excellent contribution to the spiritual, moral, social and cultural understanding of pupils

Commentary

67. Pupils achieve very well in religious education and, by the end of Year 2, standards are well above those expected in the Agreed Syllabus. This represents an improvement in standards since the last inspection.
68. The curriculum is very well adapted to meet the needs of pupils and to maximise the knowledge and skills of teachers. Pupils learn about major faiths in their locality and visit Christian places of worship to compare beliefs, customs and traditions. A scrutiny of work from last year shows that pupils have learnt about famous people who have helped others, such as Grace Darling or St Patrick. The subject is taught regularly and includes the teaching of Christianity and Judaism. When there are pupils of other faiths the curriculum is extended to meet perceived needs. The local churches are very supportive and some church leaders visit school regularly. Pupils have visited a local church, for example to learn about a christening. By taking part in a mock ceremony they have learnt the names of church artefacts and furniture used in this ceremony. The First Communion of some pupils was celebrated in school and used as a point of development.
69. Teachers are keenly interested in this subject and all teach it very well. Teachers make good cross-curricular links to extend the subject and make learning experiences relevant. After a visit to the Methodist and Anglican churches, Year 2 pupils used computers to make a list of similarities and differences. In literacy, Year 2 pupils wrote about the Easter Story through the eyes of a donkey. Through learning about Israel pupils have developed their map-reading skills. Pupils have developed a good knowledge of stories from the Old and New Testament. Moral teaching is very strong and most pupils can identify the moral in a story.
70. Pupils are taught about citizenship through this subject. They have made a collection for charity after learning about "Dogs for the Disabled". The annual visits to the senior citizens in the district after harvest are very well received.

71. The subject is led and managed well. The coordinator is enthusiastic and has a good knowledge of staff and visitor expertise, which she utilises effectively to enhance the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. There was insufficient evidence of **physical education** to judge the quality of the provision or standards overall, although two dance lessons were observed in Year 2. The teaching in one was very good and excellent in the other. The level of pupils' performance was well above average and their achievements high. In one lesson pupils performed celebratory dances to African music, following a visit by a drummer the week before. Very good relationships between the teacher and her pupils enabled them to discuss their feelings and response to the music confidently and their knowledge of different types of dance enabled them to make pertinent comparisons with country dancing and ballet. Pupils were given thinking time to develop their dance and all interpreted the attributes of African dance very well. The teachers' planning and discussion with the coordinator indicate that pupils receive a broad physical education curriculum. The curriculum is enhanced by opportunities provided by the use of very good equipment. The coordinator has a good overview of the curriculum and teaching. The quality of dance reinforces the school's dedication to developing the arts and makes an excellent contribution to the pupils' spiritual, moral, social and cultural development.
73. There was insufficient evidence to make a judgement on provision, standards or teaching and learning in **design and technology** as only one lesson was seen. Indications are that standards are above average. Teachers' planning shows that the subject makes a good contribution to the development of pupils' creative skills and that lessons provide good opportunities for pupils to work collaboratively. The subject is taught as a specialist subject and also as part of a topic approach linked to other subjects. For example, Year 2 pupils made a winding mechanism for a water well during a history topic and a windsock as part of a weather topic in geography. Business links have been used well in conjunction with food technology. A local bakery visited the school and helped pupils to make bread, teaching them about yeast and about health and safety in food preparation. There is evidence of the subject making a good contribution to the pupils' cultural development. The subject is well led and managed.

Art and design

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

Main strengths and weaknesses

- Teachers have very good specialist knowledge and teach new skills very well
- The curriculum is very broad
- Art makes an excellent contribution to pupils' spiritual, moral, social and cultural development

Commentary

74. Teaching and learning in art and design are a strength of the school. The subject is extremely well promoted by teachers and displays of pupils' art work are of an outstanding quality, having a major influence on creating the positive learning environment in the school. Art permeates

the whole curriculum very effectively. The subject is popular with pupils and they enjoy all art and design lessons activities. Both formally in lessons and at lunchtimes and breaktimes, it is not uncommon to see pupils “beavering away” at an art activity, independently of the teacher, decorating a clay pot with African designs, or creating a poster design. High standards in art have been recognised by national awards. For example, pupils’ artwork has been used to decorate the covers of the Nottinghamshire Agreed Syllabus for religious education.

75. All pupils have very positive attitudes to the subject. They are conscientious in all activities and eager to produce their best work. Teachers’ high expectations are translated very well to pupils and they set high standards for themselves. Concentration levels are very good and levels of creativity are high for pupils of this age. Many pupils undertake the process of self-review as they work.
76. A very good range of art experiences is provided for pupils, and they have a good understanding of colour, texture and tone. Teachers skilfully explain to pupils how artists have developed and engineered some techniques to create a specific effect. There are very good examples of Year 1 pupils using oil based pastels on black paper to imitate the work of Guiseppe Arcimboldo when he worked with oils on canvas. There was a good evaluation of individual achievements using photographs, and then a further expansion of ideas as pupils made large-scale designs of fruit and vegetable people. Teachers encourage pupils to recognise the feelings and emotions of an artist in his pictures. They have studied how John Everett Millais added textures to paints in his picture *The Woodman’s Daughter* and then pupils have written about the girl in the wood, making a very good link to the story of *Red Riding Hood* and developing a good link with literature.
77. The subject is planned very effectively to make links throughout the curriculum. A current focus on African traditions and cultures has led to some high quality artwork using African cultures and techniques. After studying African sculptures and materials, pupils talked with confidence about the colours of African art and admired the fine detail sculpted into wooden artefacts. These discussions promoted pupils’ spiritual and cultural awareness very well and were reflected in high quality close observational drawings produced later. Leadership and management of the subject are very good.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and attain well above average standards in performance and composition
- Music makes a major contribution to pupils’ spiritual, moral, social and cultural development
- The subject is very well led and managed

Commentary

78. All pupils make very good progress in both performance and composition. From average attainment on entry to school, they achieve very well and, by the end of Year 2, all pupils can read musical notation and play the recorder. Pupils thoroughly enjoy participating in music making. They sing with confidence and have very good levels of diction and tone. During the inspection there were very good examples of pupils singing individually, in duets and groups, and all of Year 2 participated very well in two-part singing.
79. Teaching and learning are of high quality. All teachers show a keen interest and enthuse pupils to learn through their praise and encouragement. Additionally, some very good specialist teaching explains and demonstrates techniques very well. Progression in learning is very

clear. Teachers have very high expectations of pupils. Assessment of achievement enables teachers to challenge all individuals appropriately. Lessons are very well organised and managed. For example, in recorder playing, pupils are grouped according to ability so that they are challenged appropriately and can achieve success. Concerts at Christmas and in the summer are very much appreciated by parents, governors and members of the community who describe the standards achieved as very high.

80. The subject makes a very good contribution to other areas of the curriculum. *The Carnival of the Animals* was played in a religious education lesson, for example, as pupils made models of animals in the creation story. A recent visit by an African dancer has helped pupils to appreciate African music and also learn about rhythm and beat.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Personal, social and health education is very well integrated into the overall curriculum, making learning relevant and seamless
- The very good promotion of independence and personal responsibility has had a positive impact on standards across the curriculum

Commentary

81. Each class has dedicated time during the week when pupils discuss issues as diverse as honesty and healthy living. The school's healthy eating initiative has had a beneficial impact on pupils across the school. Younger children are establishing a clear understanding of the need for a healthy diet. The subject has been explored in more depth in Year 2 as pupils identify the attributes of different types of food and plan well-balanced meals as part of their science curriculum. Provision for learning about the safe use of drugs and sex education is delivered through the science curriculum and is appropriate for the age of the pupils.
82. The consistent values promoted throughout the school have had a major impact on pupils' behaviour and relationships and have helped to establish the caring, orderly and calm ethos in school. The development of self-esteem is a priority and achievements are valued and celebrated. The stunning art work displayed in the school and the very good music and dance provision give pupils high aspirations, resulting in very good quality work which is much valued by teachers, parents and community.
83. Pupils are encouraged to take an active part in school life. There is a school council with children from the reception class as well as Years 1 and 2. In a council meeting during the inspection, formal meeting procedures were followed by one teacher while the other gently encouraged debate and suggestions. This combination was very effective and new council members soon understood their role. Each class debates issues, develops their own class rules and all pupils sign a home-school agreement. Initiatives generated by the council, such as the Friendship Stop, enable pupils to understand and respond to the needs of others. Through history and geography, pupils are developing an understanding of different ways of life across the world, and in the past and the use of CD-ROMs and the Internet, as well as visitors to school, deepen this understanding.

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	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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